

GLENCOE

The
**AMERICAN
VISION**
MODERN TIMES

UNIT 4 RESOURCES

Boom and Bust, 1920–1941

- CHAPTER 10** The Jazz Age, 1921–1929
- CHAPTER 11** The Great Depression Begins,
1929–1932
- CHAPTER 12** Roosevelt and the New Deal,
1933–1939



Glencoe

Book Organization

Glencoe offers resources that accompany *The American Vision: Modern Times* to expand, enrich, review, and assess every lesson you teach and for every student you teach. Now Glencoe has organized its many resources for the way you teach.

HOW THIS BOOK IS ORGANIZED

Each Unit Resources book offers blackline masters at unit, chapter, and section levels for each unit. Each book is divided into three parts—unit-based resources, chapter-based resources, and section-based resources. Glencoe has included tabs at the side of every activity page in this book to help you navigate through it.

UNIT-BASED RESOURCES

We have organized this book so that all unit resources appear at the beginning. Although you may choose to use the specific activities at any time during the course of unit study, Glencoe has placed these resources up front so that you can review your options. For example, the Geography and History Activities and American Literature Readings appear in the front part of this book, but you may plan to use these activities in class at any time during the study of the unit.

CHAPTER-BASED AND SECTION-BASED RESOURCES

Chapter-based resources follow the unit materials. For example, Chapter 10 blackline masters appear in this book immediately following Unit 4 materials. The materials appear in the order you teach—Chapter 10 activities; Chapter 10 section activities; Chapter 11 activities; Chapter 11 section activities; and so on.

A COMPLETE ANSWER KEY

A complete answer key appears at the back of this book. This answer key includes answers for all activities in this book in the order in which the activities appear.

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Unit 4

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To the Teacher

THE AMERICAN VISION: MODERN TIMES—THE TOTAL PACKAGE

Glencoe's Unit Resource books are packed with activities for the varied needs of all of your students. They include the following activities:

Geography and History Activities

These activities help students become familiar with map skills and the role that geography has played in history. Students will interpret and analyze maps in relation to historical events.

Economics and History Activities

These activities are designed to provide students with the opportunity to analyze and interpret economic concepts and events in relation to history. These assignments make use of graphs and economic data to help students appreciate how history and economics are interrelated.

History Simulations and Problem Solving

These activities provide situations for students to use critical thinking and other skills in simulated historical settings. These reenactment activities give students the experience of participating in debates, political campaigns, journalism, literary salons, and more.

American Literature Readings

These readings provide students with the opportunity to read literature by or about people who lived during different historical periods. Each selection is preceded by background information and a guided reading suggestion, and followed by comprehension and critical thinking questions.

Reading Skills Activities

These activities are designed to emphasize the skills that students need to develop strategies for organizing and processing information. Each activity provides students with an opportunity to practice and apply the skill using selected passages from their texts.

Historical Analysis Skills Activities

These activities allow students to practice analyzing, evaluating, and interpreting historical events and their effects. Each activity provides students with an opportunity to practice and apply the skill using a particular event or passage from related primary sources.

Differentiated Instruction Activities

These activities use a variety of reading materials to help students understand the history being taught. In each activity the source material is followed by questions that require students to think critically about the information presented. On the second page are teaching strategies designed to assist teachers in tailoring the activity to different learning styles.

English Learner Activities

These worksheets provide a variety of activities that enable students to revisit the connections among facts in their textbook and to review major concepts. These activities may be used for remediation or reinforcement.

Content Vocabulary Activities

These review and reinforcement activities help students master unfamiliar terms used in the student text. The worksheets emphasize identification of word meanings and provide reinforcement of language skills.

Academic Vocabulary Activities

These review and reinforcement activities help students master unfamiliar terms used in their text. The worksheets emphasize identification of word meanings and provide reinforcement of language skills.

Reinforcing Skills Activities

These activities allow students to practice their critical thinking and social studies skills with the information learned in the student text, and then apply them to other situations. These chapter-based activities will help students develop the basic skills needed to adapt to new situations and content.

Critical Thinking Skills Activities

These activities help students develop their abilities to interpret, compare, contrast, and assess information, and then use these abilities to analyze, make predictions, and reach logical and valid judgments and conclusions. These high-level thinking activities are vitally important to a student's ability to function in an ever-changing world.

(continued)

To the Teacher (continued)

Time Line Activities

Time lines are used to help students become aware of chronology in major historical events. Comparative time lines allow students to see relationships among events in different regions of the country or among events in different countries.

Linking Past and Present Activities

By recognizing the link between the past and the present, students will better understand the relevancy of history to their lives. These activities take a look at the development and changes that have occurred in such areas as crime and punishment, taxation, women's rights, sports, and even animation and music.

Primary Source Readings

These activities allow students to "see" history through the eyes of those who witnessed historic events, lived during historic periods, and participated in historic movements or changes. Each reading is preceded by an interpretive paragraph and concludes with questions related to the primary source.

American Art and Music Activities

These activities provide an opportunity for students to sample the cultural history of a period and to compare and contrast cultural contributions, both past and present. A brief biography of each artist is followed by comprehension and critical thinking questions.

Interpreting Political Cartoons Activities

These activities give students the opportunity to review different periods of history by learning how to interpret political cartoons. Each activity provides a political cartoon, background information about it, and critical thinking questions to help students interpret the cartoon's message.

Reteaching Activities

These are a variety of activities designed to enable students to visualize the connections among facts in their textbook and to review major concepts. Graphs, charts, and tables are among the many types of graphic organizers used.

Enrichment Activities

These activities introduce students to content that is different from, but related to, the themes, ideas, and information in the student textbook. Enrichment activities help students develop a broader and deeper understanding of the concepts and ideas presented in the chapters.

Guided Reading Activities

These activities provide help for students who are having difficulty organizing the information found in the sections. Students fill in missing information in outlines and sentence completion activities and respond to short-answer questions.

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The
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MODERN TIMES

Unit 4 Resources

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★ GEOGRAPHY AND HISTORY ACTIVITY 4



Changing the Face of America: Dams, Roads, and Bridges

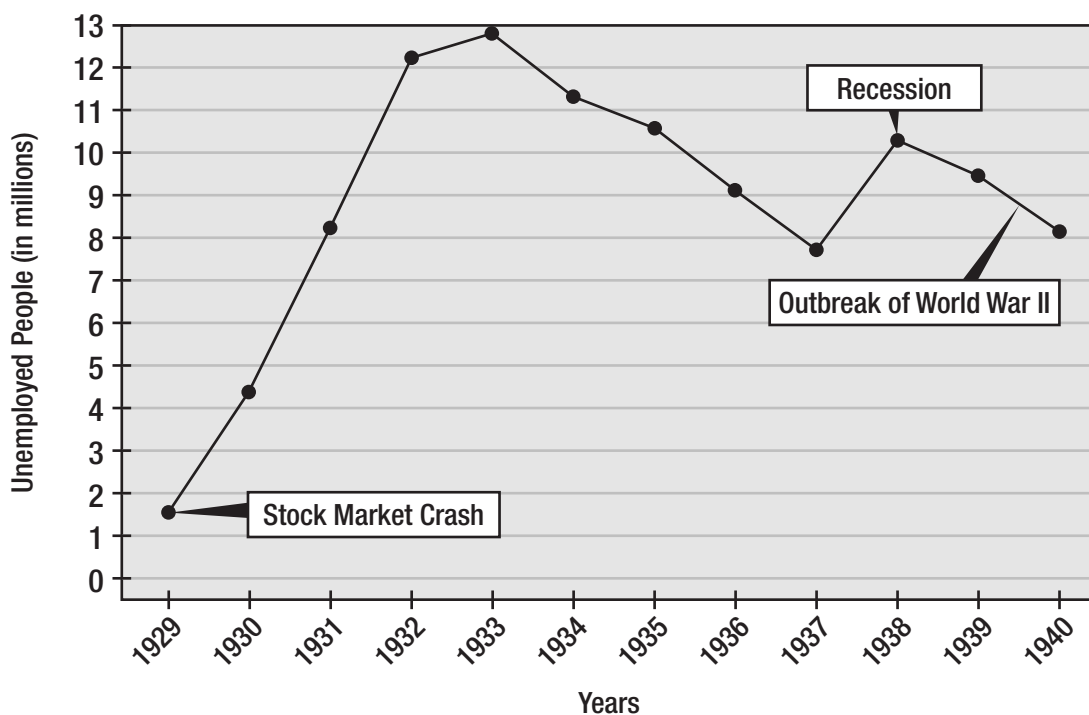
HOOVER DAM

Hoover Dam was one of many projects, large and small, built during the Great Depression that changed the landscape of the United States. Hoover Dam tamed one of this country's wildest rivers—the Colorado. The Colorado River challenged settlers, ranchers, and farmers in the water-starved West and Southwest. They saw the 1,400-mile-long river as a potential source of water and power. The Colorado, however, could not be relied on to cooperate with them. A canal system, dug in 1901, channeled river water to Imperial Valley in southern California to irrigate crops, changing the valley from a desert into an agricultural paradise. In 1905 the Colorado River

flooded, tore open the canal system, and put 150 square miles of land under water. After several more floods, there was much public outcry for a dam. In 1920 the Boulder Canyon Project was formed. After four years of surveys and tests, the Black Canyon on the Arizona-Nevada border was chosen as the site to harness the Colorado River.

By the time construction of the Hoover Dam started in 1931, the country was in the grips of the Great Depression. Unemployment in the United States reached a high of almost 13 million in 1933. (See Figure 1.) Millions of people desperate for work flocked to the desert when they heard about the Hoover Dam construction. The dam's employment office received 12,000 letters of inquiry in the first three weeks alone.

Figure 1—Unemployment in the United States, 1929–1940



★ GEOGRAPHY AND HISTORY ACTIVITY 4 (continued)

UNIT 4

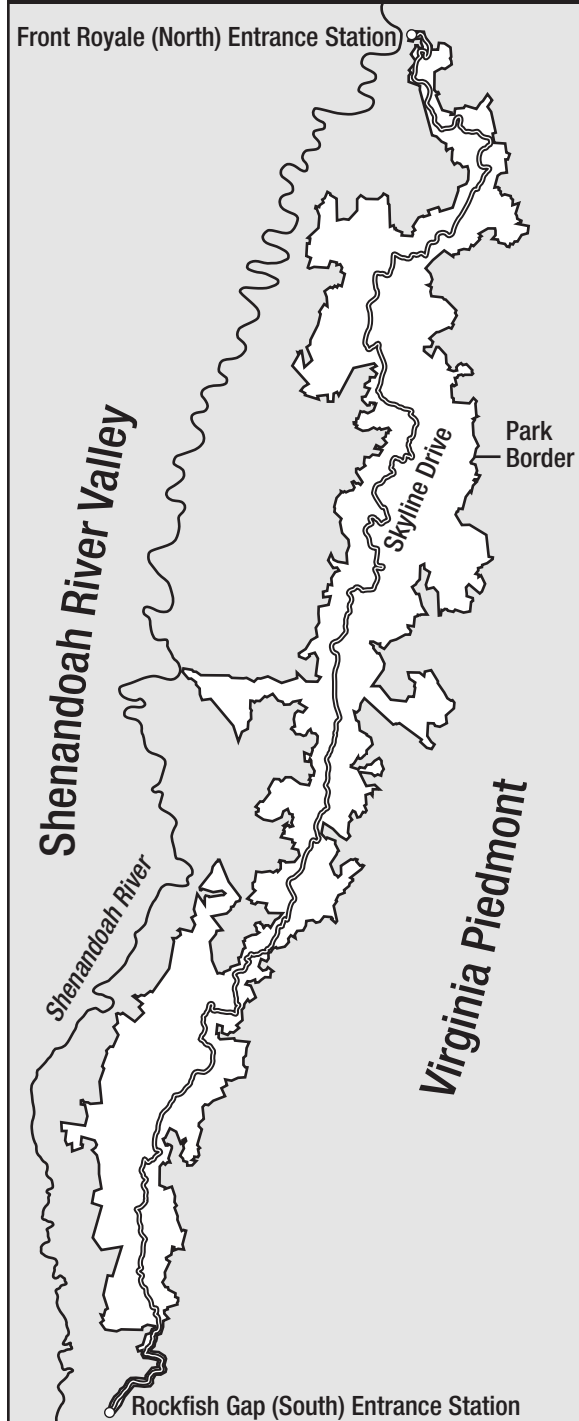
Throughout the years of its construction, from 1931 to 1935, a total of approximately 16,000 people were employed at the dam. People from nearly every state in the nation worked at Hoover Dam. In the short term, Hoover Dam provided jobs and helped move the country toward economic recovery. In the long term, it changed the landscape of the West.

SKYLINE DRIVE

While workers were creating Hoover Dam in the desert of the West, others were building a scenic highway through the mountains in the East. Skyline Drive is a two-lane highway running 105 miles through the center of Shenandoah National Park. It runs along the crest of the Blue Ridge Mountains in Virginia, which form the eastern wall of the Appalachian Mountains. Shenandoah National Park is a long, narrow stretch in a beautiful section of these mountains. (See Figure 2.) To the east of Skyline Drive are the rolling hills of the Virginia Piedmont, a hilly, elevated region between the Atlantic Ocean coastal plain and the Appalachians. The Shenandoah River valley lies to the west of Skyline Drive.

President Herbert Hoover, who fished and relaxed in this area, wanted a road built there so everyone could have a chance to see the magnificent views from the mountains. Only a few unpaved roads and paths ran through the mountains at the time. The groundbreaking ceremony for Skyline Drive was held on July 18, 1931, and the highway was completed in 1939.

Figure 2—Shenandoah National Park



Shenandoah National Park is located in the Blue Ridge Mountains of Virginia. Skyline Drive runs through the center of the park along the top of the ridge. The Shenandoah River valley lies to the west and the Virginia Piedmont to the east.

★ GEOGRAPHY AND HISTORY ACTIVITY 4 (continued)

Local farmers, whose crops had been destroyed by a drought in 1930, built the first 12-mile segment of the highway. As the highway lengthened, workers from many areas took part in the construction. At least 1,000 men in a government-sponsored job program worked daily grading the slopes on either side of the road, building guardrails and guard walls, constructing overlooks, and landscaping both sides of the roadbed. Herbert Hoover would be pleased to know that every year, nearly 1,500,000 people visit Shenandoah National Park, drive on Skyline Drive, and enjoy the magnificent mountain views.

TRIBOROUGH BRIDGE

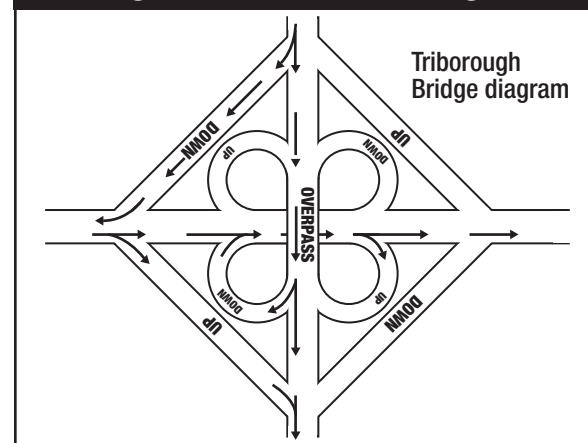
Triborough Bridge in New York City is another example of a massive project of the 1930s that changed the landscape. Like Hoover Dam and Skyline Drive, Triborough Bridge was built during the Depression, with its construction beginning during Hoover's administration and ending during Roosevelt's. Construction of the bridge began in 1929 but soon came to a halt after the stock market crashed that same year. Work resumed in 1934 and the bridge was completed in 1936.

Triborough is not a single bridge but a network of bridges and 14 miles of approach roads that connect the boroughs of Manhattan, Queens, and the Bronx. The Triborough pioneered the now-familiar cloverleaf design used on highways and bridges across the country at interchanges between major highways or streets. The interchange forms the outline of a four-leaf clover. (See Figure 3.) It allows traffic to move without stopping from one highway to another by means of an overpass with curving ramps.

The number of people employed directly on the bridge or indirectly by providing building materials was huge. In an average month, about 1,000 construction workers

were at the site at any given time. As the July 1936 deadline for completion drew closer, the number of construction workers grew to 2,800. Building the Triborough Bridge provided more than 31,000,000 hours of work in 134 cities in 20 states and created a major roadway that is still used today.

Figure 3—Cloverleaf Design



The cloverleaf design was pioneered during the construction of the Triborough Bridge.

DID YOU KNOW?

- ▷ The summer of 1931 was one of the hottest ever recorded. By August of that year, heat and dehydration caused the death of 14 people working on Hoover Dam.
- ▷ The crystal-clear views from Skyline Drive have decreased by 50 percent in the last 50 years. This is due to hazy conditions caused by pollution from coal-burning power plants and other industries as far away as the Ohio River valley and Indiana.
- ▷ In 1937, the first year of completion, 30,000 vehicles per day passed through the Triborough Bridge complex. Today more than 200,000 vehicles travel through it.

★ GEOGRAPHY AND HISTORY ACTIVITY 4 (continued)

APPLYING GEOGRAPHY TO HISTORY

Directions: Write the answer to each question in the space provided.

Recalling Information

- List four things that Hoover Dam, Skyline Drive, and the Triborough Bridge had in common during the time they were being built.

- Before Hoover Dam was built, what method was used to move water from the Colorado River to outlying areas?

- On the line graph showing unemployment, mark the start and completion dates of each of these projects. (Use 1929 for the start date of the Triborough Bridge.) Then describe the changes in unemployment from 1929 to 1940.

Critical Thinking

- Predicting** What difficulties do you think the workers at Skyline Drive may have encountered? Think about the climate and terrain of the region, as well as the places where they had to work.

- Making Inferences** List some of the industries that indirectly benefited from the Triborough Bridge project.

- Determining Cause and Effect** Think of a structure like a dam, road, or bridge near your home, particularly one built recently. How did the structure change the landscape? How did it change the day-to-day lives of people living in or visiting the area?

Economics and History Activity 4



Recession and Depression

We have ups and downs—called business fluctuations—in our economy. During periods of prosperity, new businesses open, factories are producing at full capacity, and everyone who wants work can find a job. The 1920s, 1950s, and 1990s were periods of economic prosperity in the United States.

Eventually, however, periods of economic contraction occur, in which business activity begins to slow down. If the contraction lasts long enough, the economy can continue downward until it slips into a recession. A **recession** is defined as any period of at least two consecutive quarters during which the economy is not growing. (A quarter is a three-month period.) In a recession, business activity starts to fall at a rapid rate. Factories cut back on production and lay off workers. Consumers, with less income, cut back on their purchases. Faced with a worsening economy, fewer new businesses open and some existing ones fail. If a recession becomes extremely bad, it deepens into a **depression**. Then millions of people are out of work, many businesses fail, and the economy operates far below capacity.

Although recessions can hurt people, they are considered a normal part of doing business in a free market economy. Recessions are worrisome mainly because they can open the door to a depression. Economists, the government, businesses, and investors watch carefully for signs of a recession. The main sign is slowdowns in production, such as fewer houses being built or fewer jobs being created.

People believe the American economy in the second half of the 1900s was very impressive. As Figure 1 below shows, however, there were many recessions during this time.

THE GREAT DEPRESSION: 1929–1941

The Great Depression ranks as one of America's defining periods. The stock market crash in October 1929 caused a serious recession. The downward spiral in the economy continued from 1929 until 1933. Factories shut down, laying off millions of workers. Businesses and banks failed by the thousands. Between 1929 and 1933, productivity in the United States fell from \$103 billion a year to \$56 billion.



Figure 1—U.S. Recessions, 1953–1991

Start of Recession (Year/Quarter)	End of Recession (Year/Quarter)	Length of Recession (Quarters)
1953/III	1954/II	4
1957/IV	1958/I	2
1960/II	1960/IV	3
1969/IV	1970/IV	5
1974/I	1975/I	5
1980/II	1980/III	2
1981/IV	1982/III	4
1990/III	1991/I	3

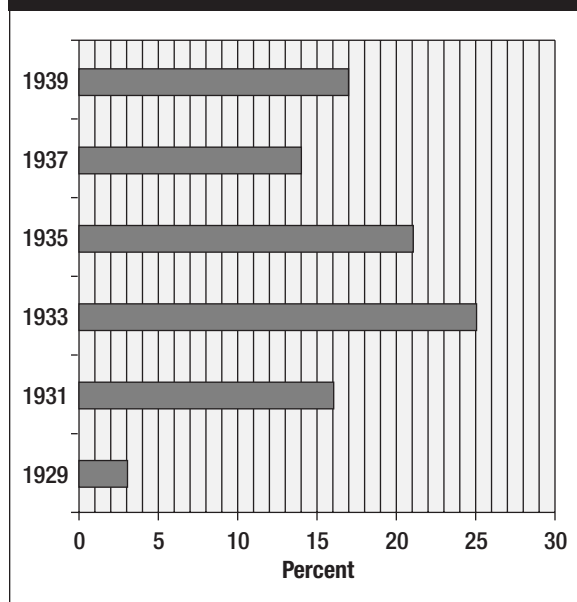
Source: *Congressional Quarterly's Desk Reference on the Economy*, Richard J. Carroll. CQ Press, p. 8.

Economics and History Activity 4 (continued)

UNEMPLOYMENT

The worst effect of a depression is unemployment. In 1933 unemployment reached 25 percent. That means one in four able and willing adults were out of work. In addition, many people were underemployed, or working at jobs significantly below their skill levels for little money. Unemployment results in less money to spend, which lowers demand. When demand shrinks, productivity declines. When productivity declines, businesses lay off workers, adding to unemployment and underemployment. During the 1930s, the government introduced New Deal economic measures that helped improve conditions. However, only the production necessary to fight World War II brought the country out of the catastrophe of the Great Depression.

Figure 2—Unemployment Rate 1929–1939



POLICY RESPONSES

The most significant long-term effect of the Great Depression was increased government involvement in the economy to prevent such a crisis from happening again in

a free market. Before the Great Depression, economists believed that the market would always naturally move toward a production level at full employment. The Great Depression taught us otherwise. After World War II, the United States government adopted full employment as a national policy. Economists today generally have come to consider the economy at full employment when the unemployment rate is less than 5 percent.

APPLYING ECONOMICS TO HISTORY

Directions: Use the information you have read and the information in Figure 1 and Figure 2 to answer the following questions on a separate sheet of paper.

RECALLING INFORMATION

1. How many months did the recession that began in 1974 last?
2. What was the unemployment rate at the height of the Great Depression?
3. Explain the cycle that makes recovering from an economic depression so difficult.
4. What is meant by *full employment*?

CRITICAL THINKING

5. **Making Generalizations** The Great Depression was a time of high unemployment and underemployment in America. What other countries around the world are in a similar condition today? Should the United States help them become economically stronger? Explain your reasoning.
6. **Drawing Conclusions** Look at Figure 1 showing the recessions from 1953–1991. What do you think helped the economy avoid a recession during much of the 1990s?

★ Simulation 4: An Artistic Explosion, 1921–1929**Topic**

In this simulation, students will create an art gallery, participate in a literary salon, or become a music critic.

Purpose

It has been said that the surest way to understand a people and the time in which they lived is to look at the art they created. The 1920s in America were an especially rich time for artistic expression. This simulation will allow students to study various forms of this art firsthand. By considering the art in connection with the social factors present at the time, students will form conclusions about sources of artistic expression and about the relationship between art and the society that created it.

Objectives

By participating in this simulation, students will:

- Examine the new and vibrant art that emerged in America in the 1920s.
- Study the sources of inspiration for artists of the period.
- Gain a greater appreciation for the connection between social/historical conditions and artistic expression.

Suggested Resources

- ✓ Examples and historical analyses of the music, literature, and visual arts of the period 1921–1929
- ✓ Tape or CD players and materials for creating an art gallery

Procedures/Pacing Guide

This simulation activity is designed to be conducted over the course of one week (five class periods, plus out-of-class preparation time).

Day 1—Introduce the Simulation

Have the students read Simulation Sheet 1 and answer the questions. Guide students in a broad discussion of the various artistic expressions of the 1920s, particularly in relation to the changes that occurred in society during the period. Near the end of class, organize students into one of the following three groups:

Art Gallery—In this group, each student will select a visual artist of the period and a representative piece of the artist's work. Students will obtain color photos or copies of the work and display them in art gallery style. During the simulation, the students in this group will be tour guides for the art gallery. As the other groups pass by each work of art, the student who displayed that piece takes his or her turn as the tour guide. Students can ask the tour guides questions about the pieces.

Literary Salon—Students in this group will pose as writers of the period and bring a representative piece of work (an excerpt from a poem, short story, or novel) to a "literary salon" for reading, explanation, and critique from the other writers. The students will take turns reading their excerpts to the group, explaining what the excerpts mean and what they intend to achieve with the piece. Other "writers" can offer comments and criticisms. Discussion might be especially interesting if the group includes writers who admired and influenced each other's work (e.g., Ezra Pound and T.S. Eliot) or who did *not* respect each other's work (e.g., Wallace Stevens and Robert Frost).

★ Simulation 4: An Artistic Explosion, 1921–1929 (continued)

A “Platter Party”—Students in this group will simulate a “platter (record) party” in which guests bring something to play on the host’s new Victrola record player. Students may select either popular (e.g., Louis Armstrong, Carter Family) or classical (e.g., George Gershwin, Aaron Copeland) recordings. Before playing each selection, the student will tell why he or she brought that particular record to the party, why it is an important selection, and how it is reflective of the 1920s. Party guests are encouraged to comment on the selections.

Tell students that each group will present its simulation (lasting approximately 15 minutes) on Day 4. Distribute copies of Simulation Sheet 2 to all students and ask them to begin their out-of-class research immediately.

Day 2—Prepare for the Simulation

Use Simulation Sheet 2 as the basis for this lesson. Students should research information about their artist using library resources, the Internet, and materials that you provide. Urge students to look at several examples of their subject’s work and select a piece that is particularly important and captures their imagination. Encourage students to consider other artists who are not named on Simulation Sheet 1. Make sure that each student chooses a different writer, artist, or musician.

Day 3—Prepare for the Simulation

Students should meet in their assigned groups to share the results of their research and plan for the next day’s simulation. Provide students with the simulation format (given under Day 4 procedures). Students in the salon and party groups should take special care to

ensure that all of their selections can be presented in the allotted time.

Day 4—Conduct the Simulation

Use the following format as the basis for the simulation:

★ **Step One—Set Up.** Each group should take a few moments to set up their art gallery, literary salon, or record party.

★ **Step Two—Present the Selection.** A student designated by the group should lead off each simulation by presenting his or her selection.

★ **Step Three—Discussion Time.** After the selection has been presented, other group members can briefly discuss it or ask questions about it before moving on to the next selection.

★ **Step Four—Close.** After all selections have been presented in the first group, the second group should present its simulation, followed by the third group. Encourage all students to take notes throughout each simulation.

Day 5—Solve the Problem

Pose the following questions to students as homework or as a basis for classroom discussion about the simulation: Which three factors do you think most influenced American art in the 1920s? Explain your answer. How does contemporary art, literature, and music reflect American society at the beginning of the twenty-first century? Cite specific examples. Some have claimed that art simply *reflects* social conditions and does not influence society. Do you agree or disagree with this statement? Explain your answer.

History Simulations and Problem Solving 4

Simulation Sheet 1

An Artistic Explosion, 1921–1929

Directions: In this simulation, you will study various forms of art created in America during the 1920s. By considering the art in connection with the social factors present at the time, you will form conclusions about sources of artistic expression and about the relationship between art and the society that creates it. To help you prepare, read the background information. Then answer the questions that follow.

BACKGROUND INFORMATION

As the 1920s began, the United States had just emerged from a bloody World War that had shocked the nation by its brutality. Cynicism, disillusionment, and a sense of confusion filled the minds of many Americans. To add to the general uncertainty of the period, traditional ways of life, particularly in rural parts of the country, were changing on a number of fronts—technological (radio, movies, automobiles), economic (rising wages, easier credit), and philosophical (Freudian theories of the “new morality,” changing roles for women). Although many Americans embraced these changes, others did not. Some Americans shared nativist, or anti-immigrant, sentiments or returned to

religious fundamentalism. This decade was also the start of the Prohibition era. The decade’s tensions were perhaps best symbolized by the Scopes Monkey Trial in Dayton, Tennessee, in 1925. This trial pitted a traditional, Christian view of the world against a more modern, scientific view.

In the midst of all this turmoil, great artistic expression and innovation took place. In the visual arts, artists such as Stuart Davis, Edward Hopper, Georgia O’Keeffe, John Marin, Thomas Hart Benton, Charles Demuth, and Charles Scheeler revolutionized American painting. The literary field introduced new works from writers such as William Faulkner, T.S. Eliot, Zora Neale Hurston, Ernest Hemingway, F. Scott Fitzgerald, Langston Hughes, Gertrude Stein, and Eugene O’Neill. In music, African American performers Louis Armstrong, Robert Johnson, Bessie Smith, and Duke Ellington—as well as white Appalachian singers such as the Carter Family and Jimmie Rodgers—began to be recorded and heard by wider audiences. Composers such as Oscar Hammerstein and George Gershwin were also active during the period.



1. Describe some of the changes Americans faced during the 1920s.

2. Name some artists who emerged during the 1920s.

History Simulations and Problem Solving 4

Simulation Sheet 2

UNIT 4

An Artistic Explosion, 1921–1929

Directions: Complete the following worksheet as you research an artist of the 1920s and a representative work. Use this information to prepare for the simulation.



Artist: _____

Name of Work: _____

Year of Work: _____

Description of Work: _____

Artist Influenced by: _____

Influence of Artist on Society: _____

Public Reaction to the Artist's Work: _____

Why the Work Is Important: _____

Other Pertinent Information: _____

American Literature Readings 4



The Roaring Twenties and the Great Depression

INTRODUCTION

The United States was a study in contrasts during the 1920s. New ideas and lifestyles conflicted with traditional patterns of life, but it was an age of optimism and new economic freedom for many. During this period, outstanding literary works and personalities blossomed. In New York City, a group of writers known as the Algonquin Hotel Round Table included Dorothy Parker, Harold Ross, Alexander Woolcott, Franklin P. Adams, and Edna Ferber. Across town the Harlem Renaissance was in full swing. Its stars were Langston Hughes, Zora Neale Hurston, Countee Cullen, and Dorothy West, among others. The theater district supported Eugene O'Neill, Thornton Wilder, and Clifford Odets. Elsewhere, Carl Sandburg and Edna St. Vincent Millay were making their mark on poetry.

The economic boom that characterized much of the decade came to an abrupt end in 1929, however, and Americans faced the worst economic collapse in United States history. The Great Depression resulted in millions of unemployed people and violent labor unrest among those who did have jobs but were overworked and underpaid.

“The Negro Speaks of Rivers”

Langston Hughes

■ About the Selection Langston Hughes (1902–1967) first began writing poetry in high school, eventually becoming one of the leading figures of the Harlem Renaissance. He published many books, including collections of poems and short stories, plays, novels, essays, and two autobiographical works. Many of Hughes’s works take a deep look at the African ancestry of African Americans.

GUIDED READING

As you read, consider the symbolism of the major rivers mentioned in the poem. Then answer the questions that follow.

I’ve known rivers:
I’ve known rivers ancient as the world and older
than the flow of human blood in human veins.

My soul has grown deep like the rivers.

I bathed in the Euphrates when dawns were young.
I built my hut near the Congo and it lulled me to sleep.

I looked upon the Nile and raised the pyramids
above it.

I heard the singing of the Mississippi when Abe
Lincoln went down to New Orleans, and I’ve seen
its muddy bosom turn all golden in the sunset.

I’ve known rivers:
Ancient, dusky rivers.

My soul has grown deep like the rivers.

“The Negro Speaks of Rivers,” from *The Collected Poems of Langston Hughes* by Langston Hughes. Copyright © 1994 by The Estate of Langston Hughes. Used by permission of Alfred A. Knopf, a division of Random House.

American Literature Readings 4



READER RESPONSE

Directions: Answer the following questions on the lines below.

1. What rivers does the poet say he has known?

2. Why are the rivers mentioned in the poem significant?

3. What does the poet mean when he states he has “known rivers”?

4. **CRITICAL THINKING** Who is named in the poem? What is the significance of that person to the poet?

American Literature Readings 4



“#38” from *The People, Yes*

Carl Sandburg

✱ **About the Selection** Carl Sandburg (1878–1967) has been called the Poet of the People. He finished the eighth grade and then went to work at various manual labor jobs before becoming a hobo—an experience that deepened his insight into economic and class disparity. In the early 1900s, he adopted socialist views of politics and began organizing and educating on behalf of the worker. In 1919, as a reporter for the *Chicago Daily News*, he wrote a series, later published in book form, about the race riots of 1919. His poems reflect the best and the worst of America.

GUIDED READING

As you read, imagine that you are living during the 1930s, when millions of people are out of work and confidence in the future has plummeted. Then answer the questions that follow.

Have you seen men handed refusals
till they begin to laugh
at the notion of ever landing a job again—
Muttering with the laugh,
“It’s driving me nuts and the family too,”
Mumbling of hoodoos and jinx,
fear of defeat creeping in their vitals—
Have you never seen this?
or do you kid yourself
with the fond soothing syrup of four words
“Some folks won’t work”??
Of course some folks won’t work—
they are sick or wornout or lazy
or misled with the big idea
the idle poor should imitate the idle rich.

Have you seen women and kids
step out and hustle for the family
some in night life on the streets
some fighting other women and kids
for the leavings of fruit and vegetable markets
or searching alleys and garbage dumps for scraps?

Have you seen them with savings gone
furniture and keepsakes pawned
and the pawntickets blown away in cold winds?
by one letdown and another ending
in what you might call slums—
To be named perhaps in case reports
and tabulated and classified
among those who have crossed over
from the employables into the unemployables?
What is the saga of the employables?
what are the breaks they get?
What are the dramas of personal fate
spilled over from industrial transitions?
what punishments handed bottom people
who have wronged no man’s house
or things or person?

Stocks are property, yes.
Bonds are property, yes.
Machines, land, buildings, are property, yes.
A job is property,
no, nix, nah nah.

(continued)

American Literature Readings 4



UNIT 4

The rights of property are guarded
by ten thousand laws and fortresses.
The right of a man to live by his work—
what is this right?
and why does it clamor?
and who can hush it?
so it will stay hushed?

and why does it speak
and though put down speak again
with strengths out of the earth?

"#38" from *The People, Yes* by Carl Sandburg, Copyright © 1936 by Harcourt, Inc., and renewed 1964 by Carl Sandburg, reprinted by permission of the publisher.

READER RESPONSE

Directions: Answer the following questions on the lines below.

1. What does Sandburg say people do when they have no work?

2. How does Sandburg say some people kid themselves about the unemployed?

3. What does Sandburg mean when he says men laugh at receiving refusals?

4. **CRITICAL THINKING** What do you think Sandburg implies about the future of people who have been unemployed for a long time?

American Literature Readings 4



from “The Strike”

Tillie (Lerner) Olsen

❑ **About the Selection** Tillie (Lerner) Olsen (1913–2007) was a unionist and worker-sympathizer from birth. Her parents settled in Nebraska after fleeing Russia in 1905 for their part in a revolution attempt there, and they continued their fight for the oppressed in this country. Olsen grew up reading revolutionary writings and listening to socialist and Communist speakers such as Eugene V. Debs. She went to jail the first time at the age of 18 for distributing organization flyers at a packinghouse. The following excerpt is her weary eyewitness account of the violent days of the Longshoreman’s Strike of 1934.

GUIDED READING

As you read, consider the point of view of the strikers, the shipowners, and the police. Then answer the questions that follow.

There was a night that was the climax of those first days—when the workers of San Francisco packed into the Auditorium to fling a warning to the shipowners. . . . 20,000 jammed in and the dim blue ring of copy back in the hall was wavering, was stretching itself thin and unseeable. It was OUR auditorium, we had taken it over. And for blocks around they hear OUR voice. The thunder of our applause, the mighty roar of it. . . .

There was the moment—the first bruise in the hearts of our masters—when Mayor Rossi entered, padding himself from the fists of boos smashing around him with 60 heavyfoots, and bulls, and honoraries. The boos had filled into breasts feeling and seeing the tattoo of his clubs on the embarcadero, and Rossi hearing tried to lose himself into this topcoat, failing, tried to puff himself invincible with the majesty of his office. “Remember, I am your chief executive, the respect . . . the honor . . . due that office . . . don’t listen to me then but listen to your mayor . . . listen,” and the boos rolled over him again and again so that the reptile voice smothered, stopped. He never forgot the moment he called for law and order, charging the meeting with not caring

to settle by peaceful means, wanting only violence, and voices ripped from every corner. “Who started the violence?” “Who calls the bulls to the waterfront?” “Who ordered the clubbing?”—and in a torrent of anger shouted, “Shut up, we have to put up with your clubs but not with your words, get out of here, GET OUT OF HERE.” That memory clamped into his heart, into the hearts of those who command him, that bruise became the cancer of fear that flowered into the monstrous Bloody Thursday, that opened into the pus of Terror—but the cancer grows, grows; there is no cure. . . .

The city became a camp, a battlefield, the screams of ambulances sent the day reeling, class lines fell sharply—everywhere, on streetcars, on corners, in stores, people talked, cursing, stirred with something strange in their breasts, incomprehensible, shaken with fury at the police, the papers, the shipowners . . . going down to the waterfront, not curious spectators, but to stand there, watching, silent, trying to read the lesson the moving bodies underneath were writing, trying to grope to the meaning of it all, police “protecting lives” smashing clubs and gas bombs into masses of men like

(continued)

American Literature Readings 4



UNIT 4

themselves, papers screaming lies. . . . Coming down to headquarters from the waterfront, the faces of comrades had the strained look of men in battle, that strangely intense look of living, of feeling too much in too brief a space of time. . . .

"It was as close to war . . . as actual war could be," the papers blared triumphantly, but Bridges told them, "not war . . . MASSACRE, armed forces massacring unarmed." Words I read through tears of anger so that they writhed and came alive like snakes, you rear in me again, "and once again the policemen, finding their gas bombs and gas shells ineffective poured lead from their revolvers into the jammed streets. Men (MEN) fell right and left." . . . "And everywhere was the sight of men, beaten to their knees to lie in a pool of blood." "Swiftly, from intersection to intersection the battle moved, stubbornly the rioters refused to fall back so that the police were forced . . ." "and the police shot forty rounds of tear gas bombs into the mob before it would move. . . ."

They called the guard out . . . "admitting their inability to control the situation," and Barrows boasted, "my men will not use clubs or gas, they will talk with bayonets," . . . "Shoot to kill. Any man firing into the air will be court-martialed." With two baby tanks, and machine guns, and howitzers, they went

down to the waterfront to take it over, to "protect the interests of the people."

But what can be said of Howard Sperry [a worker shot and presumed dying], exserviceman, struggling through the horrors of war [World War I] for his country, remembering the dead men and the nearly dead men lashing about blindly on the battlefield, who came home to die in a new war, a war he had not known existed. . . . And the story was the story of any worker's life, of the thousand small deprivations and frustrations suffered, of the courage forged out of the cold and darkness of poverty, of the determination welded out of the helpless anger scalding the heart, the plodding hours of labor and weariness, of the life, given simply, as it had lived, that the things which he had suffered should not be, must not be. . . .

Listen, it is late, I am feverish and tired. Forgive me that the words are feverish and blurred. You see, if I had time, If I could go away. But I write this on a battlefield.

The rest, the General Strike, the terror, arrests and jail, the songs in the night, must be written some other time, must be written later. . . . But there is so much happening now. . . .

Source: In *Partisan Review*, Volume 1, No. 4, September–October 1934.

READER RESPONSE

Directions: Answer the following questions on the lines below.

- Olsen uses the term "bulls" in her report. About whom is she talking? Why are the workers gathered in the Auditorium angry with the mayor?

- How does Olsen sum up the sadness and pathos of the police attack on the workers?

- Which side do the newspapers support? How can you tell?

- CRITICAL THINKING** List some examples of Olsen's bias toward the workers and against the newspapers and the government.

GLENCOE

The AMERICAN VISION

MODERN TIMES

Chapter 10 Resources

The Jazz Age, 1921–1929

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★ Reading Skills Activity 10**Identifying the Main Idea****✱ LEARNING THE SKILL**

To be a good reader, you need to be able to identify the main idea or the general theme of a paragraph in the text. This is the most important piece of information that the author wants you to know. This main idea is stated either at the beginning, middle, or end of the paragraph in what is known as the topic sentence. Identifying the main idea and the supporting details and the relationship between them helps you to understand what the author is trying to express. It is central to other complex thinking skills, such as drawing conclusions or evaluating what you have read.

The first thing you need to be able to do is to figure out the topic or subject of the paragraph. Ask yourself the question: What is this paragraph about? Write down this topic and if you can find the topic sentence highlight it or underline it. Next, look for supporting sentences that help explain or prove the main idea. They provide the facts, reasons, examples, comparisons or other details that help the author persuade you of his or her point of view. Write down those details on a separate piece of paper. Finally, restate the main idea to check your understanding of the information.

✱ PRACTICING THE SKILL

DIRECTIONS: Read the following paragraph. Underline the topic sentence and circle the supporting details that help prove the author's point. With a partner, take turns restating the main idea of the paragraph in a sentence or two.

Many factors contributed to this “quiet depression” in American agriculture. During the war, the government had urged farmers to produce more to meet the great need for food supplies in Europe. Many farmers borrowed heavily to buy new land (at inflated prices) and new machinery in order to raise more crops. Sales were strong, prices were high, and farmers prospered. After the war, however, European farm output rose, and the debt-ridden countries of Europe had little to spend on American farm products. Congress had unintentionally made matters worse when it passed the Fordney-McCumber Act in 1922. This act raised tariffs dramatically in an effort to protect American industry from foreign competition. By dampening the American market for foreign goods, it provoked a reaction in foreign markets against American agricultural products. Farmers in the United States could no longer sell as much of their output overseas, and prices tumbled.

✱ APPLYING THE SKILL

DIRECTIONS: Use the skills of finding the main idea and supporting details to summarize and explore what you have learned in this chapter. Divide up into five groups. Each group should find several paragraphs in their section and summarize the main idea. Make a list of the main ideas in the section on a separate sheet of paper. Use the headings in each section to develop your lists. Circle key words to help create a summary statement of the main idea for each topic. Then share your summary statements with the class as a whole.

★ Historical Analysis Skills Activity 10

Analyzing Primary Sources

✎ LEARNING THE SKILL

Primary sources are the original records of events made by the people who witnessed them. They include letters, newspaper articles, journals, legal documents, photographs, maps, paintings, and autobiographies. Images such as photographs may present special problems of interpretation that are different from those presented by other historical documents. Describing the image requires gathering basic information. Use the following questions to guide your analysis of photographic evidence:

- What is the main subject of the photograph?
- What do you think interested the photographer in this subject?
- When and where was the photograph taken?
- What was happening in history at the time it was made?
- Who are the people? What are they doing?
- What do you know about the photographer and his or her social background?
- Does anything in the picture have a symbolic meaning?

✎ PRACTICING THE SKILL

DIRECTIONS: Study the following photograph of a Ford assembly line and answer the questions that follow on a separate sheet of paper:



1. Describe what you see in the photograph.
2. Why do you think everyone in the line is working on the same item?
3. What effect do you think this method of production had on consumers during the 1920s?

✎ APPLYING THE SKILL

DIRECTIONS: Find a photograph in your history book from a section of this chapter. On a separate sheet of paper analyze the image using the guidelines above. Then write one or more questions about the photograph that would further your understanding of the time period when the photograph was taken and the event depicted.

Differentiated Instruction Activity 10 ★ ★ ★ ★ ★

Writing from the Harlem Renaissance

Langston Hughes was among the great new voices of African American culture that spoke during the 1920s. One of his poems follows.

"I, TOO" BY LANGSTON HUGHES

I, too, sing America.

I am the darker brother.
They send me to eat in the kitchen
When company comes,
But I laugh,
And eat well,
And grow strong.

Tomorrow,
I'll be at the table
When company comes.
Nobody'll dare
Say to me,
"Eat in the kitchen,"
Then.

Besides,
They'll see how beautiful I am
And be ashamed—

I, too, am America.

Directions: Answer the following questions on a separate sheet of paper.

- Problems and Solutions** What social problem does Langston Hughes infer (describe) in this poem?
- Problems and Solutions** Explain how a member of another group during the 1920s, such as women, recently arrived immigrants, or members of religious minorities, might have stated their own "problem" in words that are similar to or different from those of Langston Hughes in this poem.

Differentiated Instruction Activity 10 (continued) ★ ★ ★ ★

✱ For the Teacher

Teaching Strategies for Different Learning Styles

The following activities are ways the basic lesson can be modified to accommodate students' different learning styles:

English Learners (EL) Explain the unusual wording "sing America." Use a cluster diagram to discuss the many possible senses of *sing*, including "to celebrate" and "to write poetry." Note that the usual way of expressing this is "I sing of America," or "I sing about America," but poems often say things in unexpected ways in order to call attention to the words or create a new emphasis. Also explain that "Nobody'll" means "Nobody will" and, though accurate in speech, is not used in formal writing.

Advanced Learners (AL) Explain that this poem is, in part, an answer to a poem by Walt Whitman called "I Hear America Singing." Ask students to find the poem, read it, and write a short essay comparing and contrasting it with "I, Too."

Below Grade Level (BL) Provide a two-column chart like the one below to help students understand the speaker and the speaker's message. Help students fill it in by asking, "Who is the 'I' in the poem? Who are 'they'?"

Suggested answers are in italics.

"I"	"They"
<i>the speaker; the black man</i>	<i>people who make the speaker sit in the kitchen; people who discriminate against the speaker</i>
<i>someone who thinks black is beautiful</i>	<i>white Americans</i>
<i>someone who is getting stronger</i>	<i>people who will one day be ashamed</i>
<i>someone who is angry</i>	<i>people in power</i>

On Grade Level (OL) Have students read the poem and work independently to answer the questions in complete sentences or a paragraph.

English Learner Activity 10 ★ ★ ★ ★ ★ ★ ★

The Jazz Age, 1921–1929

★ A. PRE-READING ACTIVITY

Previewing the Material

Directions: Before reading the Primary Source selection from “Perils of Prosperity” on page 363 answer the following questions.

1. What kinds of activities do you think government officials should engage in?

2. What kind of behaviors would show disrespect for public office?

★ B. PRE-READING ACTIVITY

Vocabulary Review

Directions: Reviewing the words and expressions below will help you understand the reading.

heavy (adj.) having a great weight; oppressive

bottle (n.) container made of glass or plastic having a narrow neck or mouth and
no handle

containing (v.) to have within or hold

imaginable (adj.) capable of being imagined or forming a mental picture (of some-
thing not present)

atmosphere (n.) the whole mass of air around the Earth; influence or environment

alongside (adv.) at the side, beside, close by

perils (n.) dangers or something that places one at risk

prosperity (n.) condition of being financially successful or thriving

(continued)

English Learner Activity 10 (continued)



✱ C. WORD BUILDING ACTIVITY

Vocabulary in Context

Directions: Use the Vocabulary Review on the previous page to help you complete the sentences below with one of the following words or expressions:

bottles, imaginable, perils, prosperity, atmosphere, heavy

1. Harding's charming manner brought an easy-going _____ to the White House.
2. The wide range of styles in the modern art movement is nearly not _____.
3. The whiskey _____ Harding's poker-playing friends brought were illegal because of the ban on alcohol sales.
4. The 1920s were a time of great economic growth and _____ for the nation.
5. Many farmers had borrowed money to buy new machinery and had _____ debts.
6. Religious fundamentalists wanted to protect traditional American values from the _____ represented by the new morality.

✱ D. WORD BUILDING ACTIVITY

Word Forms

Directions: Fill in the chart below by providing the missing word forms. Remember a *noun* is a word that names a person, place, thing, or idea. Examples include *bottles*, *perils*, or *prosperity*. Common noun forms are *-ity*, *-ist*, and *-ment*. A *verb* is a word that names an action, experience, or state of being. Examples include *containing* or *unbutton*. Common verb ending are *-ing*, *-ize*, or *-ify*. An adjective is a word that describes a noun. Examples include *historical*, *imaginable*, or *powerful*. Common adjective endings include *-able*, *-al*, *-ive*, and *-ous*.

Noun	Verb	Adjective
prosperity		
	containing	
		imaginable
peril		

★ Content Vocabulary Activity 10

The Jazz Age, 1921–1929

DIRECTIONS: Unscramble the terms in the left column. Choose the term that best fits each description in the right column. Write the letter of the correct term in the space provided.

- | | | |
|---------------------------------|-------|---|
| A. reewafl plaitsicam | _____ | 1. workplace where workers are not required to join a union |
| B. laisstmoonii | _____ | 2. production of large quantities of goods using machinery and often an assembly line |
| C. pluspy-dsie mooniescc | _____ | 3. production system where each person performs an assigned task |
| D. nope hosp | _____ | 4. a place where alcoholic beverages were sold illegally |
| E. slabyesm neli | _____ | 5. belief that the world was created exactly as described in the Bible |
| F. sams cordpunoti | _____ | 6. style of music with a melancholy sound derived from African American spirituals |
| G. setoiimnarc | _____ | 7. artistic and unconventional |
| H. smas deaim | _____ | 8. theory that humans and other forms of life have evolved over time |
| I. hambeion | _____ | 9. national policy of having no involvement in world affairs |
| J. kepaseysa | _____ | 10. someone who opposes all forms of government |
| K. sacaihtnr | _____ | 11. a form of communication such as television or radio intended to reach a large audience |
| L. uoeovlnti | _____ | 12. American style of music using syncopated rhythms and melodies |
| M. zazj | _____ | 13. system in which companies enable employees to buy stock, receive benefits, and participate in profit sharing |
| N. tivanism | _____ | 14. a belief that one's homeland needs to be protected against immigrants |
| O. ebuls | _____ | 15. economic theory that lower taxes will boost the economy as businesses and individuals invest their money |

Academic Vocabulary Activity 10 ★ ★ ★ ★ ★

The Jazz Age, 1921–1929

Key Words

Academic Words	Words with Multiple Meanings	Content Vocabulary
credit	stock	anarchist
deny		cooperative individualism
disposable		Model T
diverse		
impact		
investigation		
ongoing		
revelation		
source		
symbolize		
unity		

★ A. WORD MEANING ACTIVITY

Synonyms and Antonyms

Words that have similar meanings are synonyms; words that have opposite meanings are antonyms.

Directions: Label the following pairs of words as synonyms (S) or antonyms (A).

- | | |
|----------------------------------|--------------------------------|
| 1. ____ stand for/ symbolize | 8. ____ anarchist/ radical |
| 2. ____ allow/ deny | 9. ____ investigation/ search |
| 3. ____ revelation/ announcement | 10. ____ automobile/ Model T |
| 4. ____ origin/ source | 11. ____ credit/ loan |
| 5. ____ result/ impact | 12. ____ ongoing/ finished |
| 6. ____ division/ unity | 13. ____ diverse/ different |
| 7. ____ ownership/ stock | 14. ____ disposable/ temporary |

Academic Vocabulary Activity 10 (continued) ★ ★ ★ ★

✱ B. WORD FAMILY ACTIVITY

Word Chart

Directions: Complete the following chart by supplying the missing noun or verb forms.

Noun	Verb
unity	
	deny
revelation	
investigation	
	symbolize

TEST YOUR KNOWLEDGE

Directions: Choose the word or phrase that is similar to the word given.

- source
 - destination
 - place of rest
 - beginning point
- impact
 - complication
 - contact
 - return
- symbolize
 - write
 - continue
 - represent
- deny
 - refuse
 - replay
 - recline
- ongoing
 - old-fashioned
 - continual
 - unneeded
- diverse
 - creative
 - similar
 - varied
- cooperative individualism
 - group
 - idea
 - law
- unity
 - division
 - separation
 - cohesion
- credit
 - purchase
 - loan
 - withdraw
- stock
 - supply
 - play
 - hold

★ Reinforcing Skills Activity 10

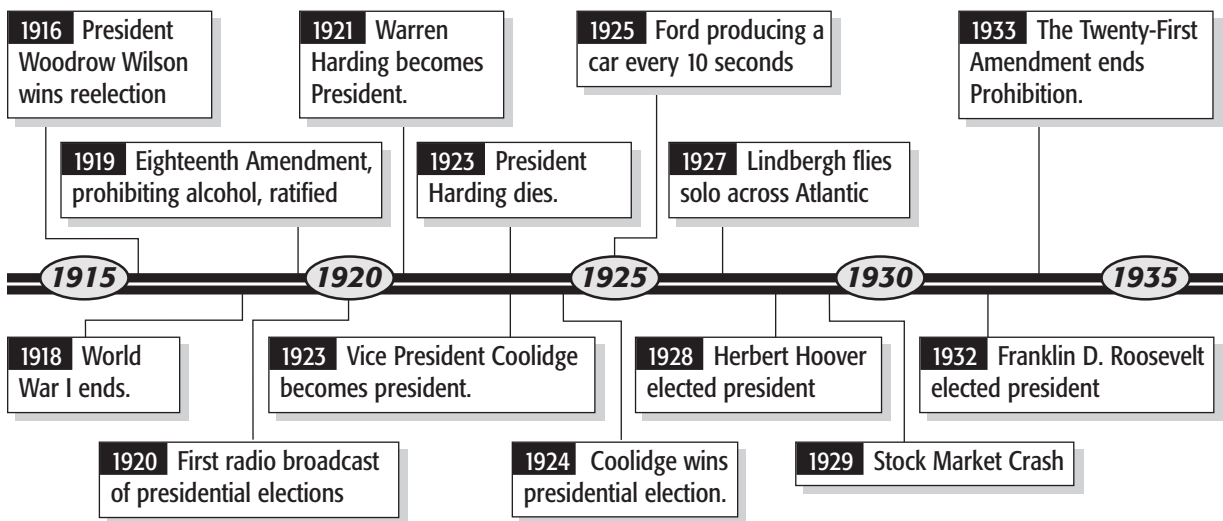
Sequencing Events

✦ LEARNING THE SKILL

A time line is a chart based on chronology, or the time when events took place. It lists events that occurred between specific dates, giving you a visual picture of history and the relationships between the events. To read a time line, first determine the time span, or the number of years between the beginning and ending dates. Next, determine the time intervals, or the smaller segments of time used to divide the period on the time line. Then identify the individual events labeled along the time line.

✦ PRACTICING THE SKILL

DIRECTIONS: Read the time line below, and then answer the questions that follow on a separate sheet of paper.



1. What are the time span and time intervals for this time line?
2. How many years did Prohibition last?
3. Who were the United States presidents during the 1920s?
4. What are the technological achievements listed on the time line?

✦ APPLYING THE SKILL

DIRECTIONS: Draw a time line of your life on a separate sheet of paper. Be sure to label the time span and time intervals, and to identify and label key events in your life.

Critical Thinking Skills Activity 10**Detecting Bias****LEARNING THE SKILL**

Stereotypes are a form of bias that depicts all members of a group as being alike, without individual differences. Stereotypes are usually exaggerations and are not based on all of the facts. Because stereotypes often affect the way that we behave toward other people or groups, it is important to recognize stereotypical statements.

Use the following guidelines to help you recognize this form of bias:

- Watch for statements that seem to apply to entire groups of people or that include limiting or all-inclusive words such as *every*, *all*, *any*, and *always*.
- Identify vague or overgeneralized words and phrases. Many stereotypes contain words that are either very positive or very negative.
- Look for illogical connections, or ideas, that do not make sense when linked.

PRACTICING THE SKILL

DIRECTIONS: Read the excerpt below from journalist H.L. Mencken's article on the 1925 Scopes "Monkey Trial" in Dayton, Tennessee. Then answer the questions that follow.

It was hot weather when they tried the infidel Scopes at Dayton, Tenn., but I went down there very willingly, for I was eager to see something of evangelical Christianity as a going concern. . . . The Scopes jury . . . was composed mostly of [country folk], with a few Dayton sophisticates added to leaven the mass. It would thus be instructive to climb the heights [i.e., go into the hill country] and observe the former at their ceremonies . . . [but] the upland worshippers were very shy, and at the first sight of a strange face they would adjourn their orgy and slink into the forest. . . . [After a preacher delivered a sermon], there arose out of the darkness a woman with her hair pulled back into a little tight knot. . . . She was denouncing the reading of books. Some wandering book agent, it appeared, had come to her cabin and tried to sell her a specimen of his wares. She refused to touch it. Why indeed, read a book? If what was in it was true, then everything in it was already in the Bible. . . . Finally, we got tired of the show and returned to Dayton. . . . The whole town was still gathered in the courthouse yard, listening to the disputes of theologians. The Scopes trial had brought them in from all directions. There was a friar wearing a sandwich sign announcing that he was the Bible champion of the world. There was a Seventh Day Adventist arguing that Clarence Darrow was the beast with seven heads and ten horns described in Revelation XIII. . . . There was William Jennings Bryan, followed everywhere by a gaping crowd. Dayton was having a roaring time. It was better than the circus.

1. What groups are being stereotyped in Mencken's article? In what way are they stereotyped?

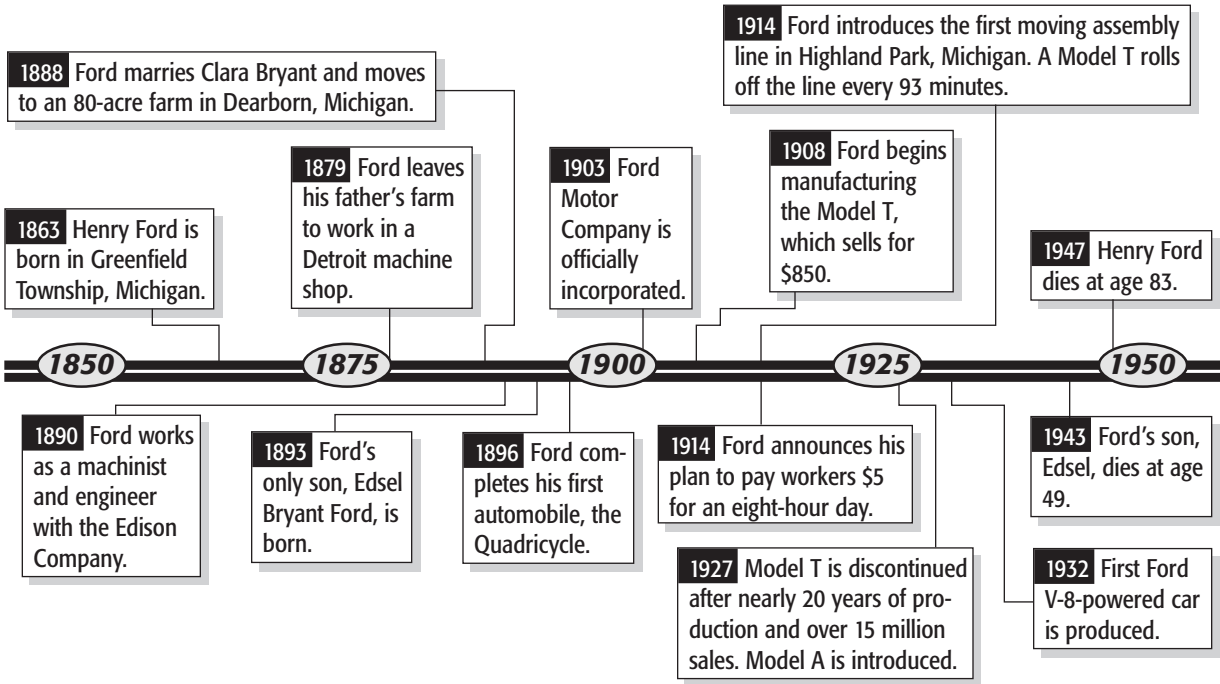
2. Identify any words or phrases that seem particularly vague or negative.

3. Identify any words or phrases that are used in an ironic or mocking way.

★ Time Line Activity 10

Henry Ford

DIRECTIONS: Use the information on the time line to write two paragraphs about Henry Ford—one detailing personal information about Ford and the other telling about his professional life and products.



Personal Life:

Professional Life and Products:

Linking Past and Present Activity 10



Vacations

THEN

In colonial America, pleasure travel was a luxury available only to the rich. Most Americans could not leave their farms untended for long, even if they had the money to travel.

The nature of work began to change after the Civil War. Industrialization opened more salaried *white-collar* jobs, creating a new middle class. Businesses began to give these workers paid time off. White-collar workers could arrange their activities to make time to vacation.

As railroads expanded their reach, more vacation spots opened for those who could afford the expense and time to travel. Resorts grew along rail lines in places like the Catskills, Yellowstone, and eastern beaches.

The 1920s marked a major shift in vacation patterns. Industrialists began to view time off for factory workers as potentially profitable. A rested workforce would repay the lost work time in increased productivity. Slowly, businesses began to grant paid time off to its *blue-collar*, or manual, laborers.

As the price of cars dropped during the 1920s, people of modest means could own one. Cars brought inexpensive vacations to the masses. Travelers were no longer restricted to spots served by rail lines. Paved roads began to replace dirt roads, and car camps and diners sprung up to serve driving vacationers. Whether their destination was the beach, mountains, or a national park, people could now get there in their own cars.

NOW

The growth of airlines after World War II opened literally a world of new vacation options. Less travel time to reach a destination plus more paid time off means that vacationers can go anywhere in the world. No-frills airlines have made air travel affordable for more people. Now 27 percent of Americans vacation by plane, whereas driving vacations still lure 43 percent.

Many vacationers still choose destinations at the shore or mountains as their ancestors did. Others, however, seek new kinds of experiences. Disneyland, the first American theme park, opened in California in 1955. Now parks of many themes, from religion to roller coasters, beckon tourists. For the adventurous, tourist destinations offer everything from whitewater rafting to bungee-jumping.

Where might technology lead vacationers of the future? How about space? In 2001 millionaire Dennis Tito became the first space tourist. Rejected as a passenger by NASA, Tito paid the Russians \$20 million to accompany them to the International Space Station. Tito was not an average tourist. A former NASA engineer, Tito endured 8 months of grueling cosmonaut training before his trip.

Space tourism may be on the way. It is potentially a multibillion-dollar business. Yet many technical problems must be solved and the costs must decline before the average American can plan a trip to the moon.



CRITICAL THINKING

Directions: Answer the questions below on a separate sheet of paper.

- Identifying the Main Idea** What factors caused vacationing to evolve to include all classes?
- Determining Cause and Effect** How have changes in transportation influenced vacations?
- Problems and Solutions** What kinds of problems do you think would have to be solved for space to become a tourist destination?

Primary Source Reading 10-1 ★ ★ ★ ★ ★ ★

What Is a Flapper?

★ About the Selection

The flapper was the 1920s version of the liberated woman. She was free from long skirts, long hair, and long-held ideas about a woman's place in society. In the following selection from a 1925 article in *Collier's* magazine, Samuel Crowther concludes that "the flapper is today our most important national institution."

Reader's Dictionary



standardized: made the same

GUIDED READING

As you read, take note of the outstanding characteristics of a flapper. Then answer the questions that follow.

The real flapper is what used to be known as the "poor working girl"—who, if the accounts are true, dragged herself off day by day to work until someone came along and married her. Sometimes she was a Cinderella, but more often she graduated a household drudge.

The flapper of to-day is a very different person. In dress she is as standardized as a chain hotel—and incidentally hotel bedrooms are becoming so alike that you can remember what city you are in only by tacking a local newspaper on the wall.

Barring size, flappers at a hundred feet are as standardized as Ford cars. As far as dress goes, they are a simplified national product. . . . There is no distinction between the town flapper and the farm flapper—the automobile has wiped them out. There is no distinction in the cut of clothing between the rich flapper and the poor flapper—national advertising has attended to that. The rich flapper has better clothing than the poor one, but a block away they are all flappers.

The outstanding characteristic of the flapper is not her uniform but her independence and her will to be prosperous.

She is no clinging vine. I was in the office of the president of a good-sized bank on the Pacific Coast when his daughter and several of her high-school friends burst in—flappers all. We got to talking and I found that these girls, not one of whom had any need to work, all intended to find jobs during the summer, and they thought that most of the girls in school would do the same. They all wanted to know how to make a living—and to have a good time doing it. That seems to be common everywhere.

Girls will no longer marry men who can merely support them—they can support themselves better than can many of the men of their own age. They have awakened to the fact that the "superior sex" stuff is all bunk. They will not meekly bow their heads to the valiant man who roars, "Where is that dress I bought you three years ago?" . . .

(continued)

Primary Source Reading **10-1** (continued) ★ ★ ★ ★ ★

The flapper wants to look well, and she is willing to provide for herself—employers everywhere told me that the women were doing better work than the men, and they do seem to be mentally more alert. All of which means that the man who marries the modern flapper has got to provide for her—she will not be merely an unpaid servant. And this in turn means that the men have got to work—which nothing better could happen for the country. The flapper is to-day our most important national institution. . . .

The will to be prosperous has brought prosperity. We have practically no poverty, and I judge that at least two-thirds of what little we have is voluntary.

Source: "Aren't We All Rich Now?" *Collier's*, November 7, 1925.

READER RESPONSE

Directions: Answer the following questions on the lines below.

1. How do employers feel about flappers?

2. What effect does the flapper's economic independence have on relations between men and women?

3. What two traits are common to all flappers?

4. **Critical Thinking** What do you think the writer means when he says the flapper is "as standardized as a chain hotel"?

5. **Critical Thinking** What is the author's point of view about the flapper?

Primary Source Reading 10-2 ★ ★ ★ ★ ★ ★

Garvey, African Americans, and Reading**■ About the Selection**

Frederick Douglass pointed out that slaveholders feared teaching enslaved African Americans to read. Reading was the first step on the path of education, and education provided the doorway to demanding freedom and was key to thriving as a free person. It comes as no surprise, then, that Marcus Garvey stressed the power of reading and education to

Reader's Dictionary

incessantly: continually, without interruption

members of the Universal Negro Improvement Association (UNIA).

GUIDED READING

As you read, think about the benefits of reading. Then answer the questions that follow.



You must never stop learning. The world's greatest men and women were people who educated themselves outside of the university with all the knowledge that the university gives, as you have the opportunity of doing the same thing the university student does—read and study.

One must never stop reading. Read everything that you can that is of standard knowledge. . . . Where there is a good plot and a good story in the form of a novel, read it. It is necessary to read it for the purpose of getting information on human nature. The idea is that personal experience is not enough for a human to get all the useful knowledge of life, because the individual life is too short, so we must feed on the experience of others. The literature we read should include the biography and autobiography of men and women who have accomplished greatness in their particular line. . . . Make pencil or pen notes of the striking sentences and paragraphs that you should like to remember. . . .

You should also read the best poetry for inspiration. The standard poets have always been the most inspirational creators. From a good line of poetry, you may get the inspiration for the career of a lifetime. Many a great man and woman was first inspired by some attractive line or verse of poetry.

Read history incessantly until you master it. This means your own national history, the history of the world—social history, industrial history, the history of the different sciences; but primarily the history of man. If you do not know what went on before you came here and what is happening at the time you live, but away from you, you will not know the world and will be ignorant of the world and mankind.

Primary Source Reading 10-2 (continued) ★ ★ ★ ★ ★

You can only make the best out of life by knowing and understanding it. To know, you must fall back on the intelligence of others who came before you and have left their records behind.

To be able to read intelligently, you must first be able to master the language of your country. To do this, you must be well acquainted with its grammar and the science of it. Every six months you should read over again the science of the language that you speak, so as not to forget the rules.

Never write or speak on a subject you know nothing about. . . .

You should read at least four hours a day.

. . . NEVER GO DOWN IN INTELLIGENCE to those who are below you. . . .

From *Marcus Garvey: Life and Lessons*, edited by Robert A. Hill. Copyright © 1987 The Regents of the University of California. Reprinted by permission of the University of California Press.

READER RESPONSE

Directions: Answer the following questions on the lines below.

1. What does poetry do for a reader?

2. What are the two kinds of history one should read?

3. What practice should readers adopt to get the most out of their reading?

4. What must one do to be able to read intelligently?

5. **Critical Thinking** How does reading help people make the most out of their lives?

★ American Art and Music Activity 10

★ ★ ★ ★ ★ ★ ★ ★ ★

Duke Ellington

★ ★ ★ ★ ★ ★ ★ ★ ★

Edward Kennedy Ellington, who was affectionately called “Duke” as a child, was born on April 29, 1899, in Washington, D.C. From a very early age, he showed artistic talent both in the fine arts and in music. As a young adult, Ellington turned down a scholarship to study art in New York City. Instead, he decided to pursue a musical career—and what a career that turned out to be!

Ellington’s musical interest began with the piano; for the most part, he taught himself how to play. He enjoyed jazz music and ragtime bands: two forms of music that would have a great influence in his own compositions.

In 1918, Duke Ellington began his first band in Washington, but moved to New York City in 1923. While working as a piano player in a popular club, the young composer also began to seek out musicians to form his new orchestra.

As a group, Ellington and his new orchestra members recorded their first songs in the 1920s. With no formal training in musical composition, it might have seemed impossible for Ellington to become successful with his orchestra. His innate musical talent, however, was considerable, and he used many daring elements, such as rhythms based on “jungle” effects in his early compositions.



Edward Kennedy “Duke” Ellington

Stock Montage, Inc.

★ **American Art and Music Activity 10** (continued)

From 1927 to 1932, Duke Ellington and his orchestra became nationally known as they performed for radio broadcasts at New York City's popular Cotton Club. These new songs, "Echoes of Harlem" and "Mood Indigo," for example, spread Ellington's fame all the way to Europe. It was not long after these musical releases that he appeared on Broadway, in movies, and on tours through Europe and the United States, thus establishing his orchestra's reputation. Meanwhile, the group still continued to produce recordings that became jazz classics, such as "Ko Ko." This prompted Ellington to compose longer and more complex works.

In 1943, one of his songs was premiered at Carnegie Hall in New York City, and in 1947, he wrote music for the country's centennial celebration. Both of these musical works further established Ellington as a musical great.

In addition to composing popular music, Ellington wrote orchestral pieces for the NBC Symphony Orchestra in 1950. Between 1950 and 1965, he composed numerous songs and tunes, not only for motion pictures but for stage productions such as Shakespeare's *Timon of Athens*. There seemed nothing that Duke Ellington couldn't accomplish, at least musically, if he set his mind to it.

In 1965, Ellington composed and performed his first Sacred Concert, a program of religious music that was showcased in New York City. This work became so popular that it traveled to Europe and then back to New York City's famous Cathedral of St. John the Divine.

From his jazz beginnings, Duke Ellington broke new ground into many different types of music, thus becoming one of the leading American composers of the twentieth century.

1. What instrument and types of music first interested Ellington?

2. How did Ellington gain worldwide popularity?

3. What were two musical works composed by Ellington in the 1940s that further established him as a musical great?

Critical Thinking ★

4. **Evaluating Information** In what ways did Ellington's musical compositions for the American centennial and the NBC Symphony Orchestra change his direction in music?

5. **Analyzing Information** How did Ellington and his orchestra initially break from traditional jazz music?

INTERPRETING POLITICAL CARTOONS



Activity 10

THE GATES TO IMMIGRATION CLOSE

During World War I, there was a rise in antforeign feelings among Americans. All over the country, for example, German street names were replaced with non-German names. After the war, a new flood of immigrants entered the country, and antforeign feelings rose to a fever pitch. Workers worried that immigrants would compete for jobs and, because they would work for lower wages, drive down wages. Many feared that a wave of communism would spread over the land. As a result, many Americans grew suspicious of people who were “different.” During the 1920s, the United States government passed a series of laws restricting immigration. These new laws established a quota system, which limited the number of immigrants entering the United States.

Directions: The cartoon on this page represents the feelings of millions of Americans as the decade of the 1920s got underway. Study the cartoon, and then answer the questions that follow.



ANALYZING THE CARTOON ACTIVITY 10 *(continued)*

1. Who is the main character in the cartoon? What is he doing?

2. Who are the people on shore? Why are they happy?

3. How does the cartoonist use stereotyping and caricature to show his opposition to immigration?

CRITICAL THINKING

4. **Drawing Conclusions** What factors mentioned in the introduction to this activity have led to anti-immigrant feelings in the United States in recent years? What factors behind opposition to immigration today are not mentioned in the introduction?

5. **Predicting** What kind of impact do you think such a cartoon would have today?

6. **Making Generalizations** Do you think there was an outcry when this cartoon appeared in a newspaper in the 1920s? Why was it acceptable then and would not be acceptable today?

★ Reteaching Activity 10

The Jazz Age, 1921–1929

“Keep America American” became the refrain of the 1920s. Nativists tried to protect American values by restricting immigration. At the same time, African Americans who migrated North influenced both cultural trends and politics. Prohibition and fundamentalism attempted to counteract the modern culture and new morality that emerged during the Jazz Age.

DIRECTIONS: Listed below are individuals or terms that represented various aspects of the cultural transformation of the 1920s. Match each with its category. Then briefly explain its significance to the cultural movement it represents.

- Marcus Garvey
- Speakeasies
- Emergency Quota Act
- Flapper
- Langston Hughes
- William Jennings Bryan
- Ernest Hemingway

1. _____ : Negro Nationalism _____

2. _____ : New morality _____

3. _____ : Nativism _____

4. _____ : Modern American art _____

5. _____ : Prohibition _____

6. _____ : Fundamentalism _____

7. _____ : Harlem Renaissance _____

8. **Critical Thinking** Of all aspects of the Harlem Renaissance, the music of jazz emerged as its most enduring cultural symbol. Briefly describe why you think jazz played a role in the achievement of civil rights for African Americans.

★ **Enrichment Activity 10****The 1920s**

In the 1920s, America underwent rapid change in a number of areas—technological, social, political, and moral, among

others. These changes, in turn, resulted in widespread behavioral and cultural responses by Americans of all kinds.

DIRECTIONS: Below is an excerpt about the 1920s written by Bruce Catton, who has won both the Pulitzer Prize and the National Book Award. Read the excerpt, and then answer the questions that follow on a separate sheet of paper.

The age of the automobile was arriving. In 1920 the average American did not own an automobile and did not suppose that he ever would; by 1930 the automobile was a necessity of daily life, and incalculable change it was going to inflict on America—change for city, town, and countryside, for ways of living and habits of thought—was already visible. At the same time the era of mass production was coming into full effect, and mankind (most especially in America) was beginning to lay its hands on the fabulous capacity to solve any problem on earth so long as the problem was material. This of course was most unsettling, because it brought with it the uneasy awareness that the real problem was going to be man himself and not his ability to reshape his environment, and no one was ready to tell people what they ought to do about themselves. But it was a miraculous age. The instruments, skills, and techniques—airplanes, electronics, automation—that would change the world forever were appearing. . . .

If all of this was exciting it was not really satisfying, and people knew it. They were hungry for something they were not getting—an appeal to idealism, to the belief that the greatest values cannot be expressed in cash or set forth in headlines. The amazing response to Charles A. Lindbergh's flight proves the point. . . .

Lindbergh became the hero of the decade. We have not felt quite that way about anybody since; he lifted up the heart, and all of a sudden it was possible to believe in something once more.

Bruce Catton's "A Restless Decade"
from *American Heritage*. Copyright © 1965 by American Heritage, A Division of Forbes, Inc.

Questions to Consider

1. According to Catton, what were the material proofs that the 1920s were a miraculous age?
2. What did the technology of the 1920s lead people to believe was possible? Why was this realization unsettling?
3. What distinction does Catton make between excitement and satisfaction?
4. What values does Catton suggest Americans responded to when Lindbergh made his record-breaking flight?
5. **GO A STEP FURTHER** ➤ Write a description of how the invention of the automobile changed the world. Then think of three other inventions that you believe have brought about as much change as the automobile. Justify your choices.

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Chapter 10

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**Guided Reading Activity 10-1**

DIRECTIONS: Identifying Supporting Details Read each main idea. Use your textbook to supply the details that support or explain each main idea.

❑ **Main Idea:** The presidency of Warren Harding was marred by scandals.

1. **Detail:** Harding made several distinguished appointments to his _____, including Charles Evans Hughes, Herbert Hoover, and Andrew Mellon.
2. **Detail:** Harding also gave high-level jobs to his _____ and _____ from Ohio.
3. **Detail:** Harding's head of the Veterans' Bureau sold scarce _____ from veterans' hospitals and kept the money at a cost to the taxpayers of about _____.
4. **Detail:** Harding's secretary of the interior was secretly bribed by _____, in an incident that became known as the _____.
5. **Detail:** Attorney General Harry Daugherty participated in a bribe involving a German-owned American company and its valuable _____.
6. **Detail:** Rather than testifying under oath, Daugherty claimed _____ on the basis of his confidential dealings with the president.

❑ **Main Idea:** During the 1920s, the United States sought to promote peace and stability using economic policies and arms control agreements.

7. **Detail:** Treasury Secretary Andrew Mellon convinced Congress to create the _____ in order to track government spending.
8. **Detail:** The idea that lower taxes cause the economy to grow by increasing consumer spending is known as _____ economics.
9. **Detail:** Herbert Hoover sought to promote economic growth with his philosophy of _____, which encouraged businesses to form trade associations.
10. **Detail:** In 1921, representatives from eight nations came to the _____, to discuss how to end their costly naval arms race.
11. **Detail:** One of the most notable foreign policy achievements of the Coolidge administration was the _____, which stated that all signing nations would settle disputes by peaceful means.

★ Guided Reading Activity 10-2

DIRECTIONS: Filling in the Blanks In the space provided, write the word or words that best complete the sentence. Refer to your textbook to fill in the blanks.

1. In a 1925 survey conducted in Muncie, Indiana, most of the families who owned cars did not have _____.
2. In 1926, Henry Ford cut the _____ of his employees from six days to five.
3. Henry Ford's _____ divided operations into simple tasks and cut unnecessary motion to a minimum.
4. Ford was able to reduce the price of his _____ from \$850 in 1908 to _____ in 1924.
5. The success of automakers spurred growth in other _____ such as rubber, plate glass, nickel and lead.
6. Auto workers were expected to meet requirements set by Ford's _____ and workers who transgressed could be _____ or even fired.
7. Cars created a new kind of consumer and worker, the _____.
8. Rising _____ led to many new consumer products, including facial tissues and frozen foods.
9. American Glenn Curtiss invented _____, which can be used to help steer an airplane.
10. The transatlantic solo flight of _____ in 1927 demonstrated the possibilities of commercial aviation.
11. In 1926 the _____ established a network of radio stations to distribute daily programs.
12. In 1928 Americans experienced the first _____ conducted over the airwaves.
13. One notable aspect of the economic boom of the 1920s was a change in attitudes toward _____.
14. To create consumers for their new products, manufacturers turned to _____.
15. The managerial revolution in companies created a new career, the _____.
16. Although farmers produced higher yields, without a corresponding increase in _____ they received lower _____.
17. The _____ of 1922 dampened the American market for foreign goods and provoked a reaction in foreign markets against _____.

**Guided Reading Activity 10-3**

DIRECTIONS: Filling in the Blanks In the space provided, write the word or words that best complete the sentence. Refer to your textbook to fill in the blanks.

1. In the early 1920s, an economic recession, an influx of immigrants, and cultural tensions created an atmosphere of _____ and _____.
2. The _____ a case reflected fear and prejudice against immigrants.
3. The Ku Klux Klan claimed it was fighting for _____ and had nearly _____ members by 1924.
4. According to the Emergency Quota Act, only three per cent of the total number of people in any _____ already living in the United States could be admitted in a single year.
5. The National Origins Act of 1924 deliberately used data from the _____ to favor immigrant groups from northwestern Europe.
6. Employers desperately needed laborers for _____, _____ and _____ work and immigrants from Mexico filled this need.
7. Many groups that wanted to restrict immigration also feared the “new morality” that glorified _____ and _____.
8. Many women in the 1920s wanted to break free from _____ and expected _____.
9. A _____ was a woman who personified the fashion and social changes of the 1920s.
10. Many Americans embraced the new morality, while others feared the loss of _____.
11. Evangelist _____ conducted revivals and faith healings in a flamboyant theatrical style.
12. The _____ was about the teaching of evolution in schools.
13. The Eighteenth Amendment specifically granted _____ and _____ governments the power to enforce Prohibition.
14. As the Treasury Department struggled to enforce Prohibition, _____ thrived on the illegal trade in alcohol.
15. Prohibition ended in _____ with the ratification of the _____.

★ Guided Reading Activity 10-4

DIRECTIONS: Recalling Facts Read the section and answer the questions below. Refer to your textbook to write the answers.

1. What does “Bohemian” mean in relation to artists, writers, and musicians?

2. What themes were conveyed by the paintings of Edward Hopper? _____

3. In what poem did T.S. Eliot describe a world filled with empty dreams?

4. What event caused disillusionment among the novelists known as “the lost generation”?

5. Who were some of the famous writers of this era? _____

6. What did the economic prosperity of the 1920s provide more of, to many Americans?

7. Why did movie theaters hire piano players in the 1920s? _____

8. What was significant about a 1927 film called *The Jazz Singer*? _____

9. What were “Yes! We Have No Bananas” and “Ain’t We Got Fun” examples of in the 1920s? _____
10. What professional sport did Jack Dempsey and Gene Tunney participate in?

11. Who was known as the “Galloping Ghost” for his ability to evade members of the opposing team? _____
12. What action brought recognition to Gertrude Ederle in 1927? _____



Guided Reading Activity 10-5

DIRECTIONS: Recording Who, What When, Where, Why and How Read the section and answer the questions below. Refer to your textbook to write the answers.

1. **What** were the reasons African Americans migrated from the rural South to the industrial cities of the North? _____

2. **Where** did African Americans create an environment that stimulated artistic development, racial pride, a sense of community, and political organization? _____

3. **What** were two striking characteristics of Harlem Renaissance writing? _____

4. **Who** was one of the most prolific, original, and versatile writers of the Harlem Renaissance? _____
5. **Who** wrote the first major stories that featured African American females as central characters? _____
6. **Who** became the first great cornet and trumpet soloist in jazz music? _____

7. **Who** was known as the “Empress of the Blues”? _____
8. **What** was notable about the musical “Shuffle Along”? _____

9. **Why** did African American voters in Northern cities usually vote for Republicans? _____

10. **What** did the NAACP’s persistent efforts lead to in 1922? _____

11. **What** was “Negro Nationalism”? _____
12. **What** were the two levels of Marcus Garvey’s message to African Americans? _____

13. **What** did Garvey propose to his followers in 1920? _____

14. **Who** distanced themselves from Garvey and his message? _____

15. **When** did Marcus Garvey’s sense of racial pride and hope for the future reemerge? _____

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Chapter 11 Resources

The Great Depression Begins, 1929–1932

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★ Reading Skills Activity 11

Determining Cause and Effect

★ LEARNING THE SKILL

Cause and effect is a structure authors use to organize information so that you, the reader, can understand what they have written. Cause and effect is used to explain an event or action (the cause) and the results (the effect) of that event or action. You may think of cause and effect as the “how” and “why” of events. By thinking in terms of cause and effect, you can understand how and why an event occurred. Sometimes one event is the cause of many others. Sometimes many events lead up to, or cause, one big event, or effect. In this way, cause and effect is a very useful tool for understanding how history unfolds.

★ PRACTICING THE SKILL

DIRECTIONS: Read the following paragraphs about Dorothea Lange and her photography. Trace the causes and effects of how Dorothea Lange’s book came to be made and published by answering the following questions.

In San Francisco, Lange photographed homeless people and uncovered the desperation of her subjects. One day, while driving through California’s Central Valley, Lange noticed a sign: “Pea-Pickers Camp.” On impulse, she stopped. She approached a woman and her children gazing listlessly out of a tattered tent. Lange took five pictures while the mother “sat in that lean-to tent with her children huddled around her, and seemed to know that my pictures might help her, and so she helped me.”

In the mid-1930s, Lange traveled through the Dust Bowl states, capturing the ravages of dust storms. When the images were reproduced in a best-selling book, *American Exodus*, the state of California created camps to shelter migrant workers.

1. What caused Dorothea Lange to stop her car as she was driving through California’s Central Valley? _____
2. What did Dorothea Lange believe caused the woman to “help” her take the photographs? _____
3. What effect did the publication of *American Exodus* have on California’s migrant workers? _____

★ APPLYING THE SKILL

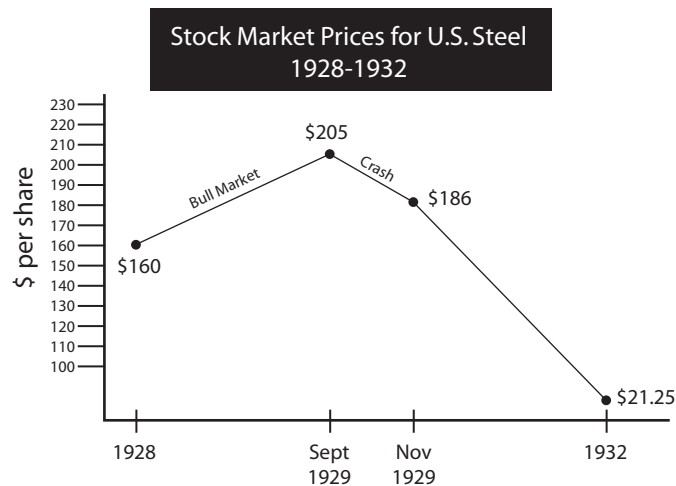
DIRECTIONS: On a separate sheet of paper, make a two-column chart with the headings “Cause” and “Effect.” Section 1 of Chapter 11 lists the causes of the Great Depression. List these under the column, “Cause.” Then read through the rest of the chapter, listing the effects of each cause as you go. Some causes may have more than one effect.

★ Historical Analysis Skills Activity 11**How to Read Stock Market Reports****✎ LEARNING THE SKILL**

U.S. Steel was only one company that was hit by the Great Depression. A leader in the steel industry, U.S. Steel saw its stock prices fall from a phenomenal high of \$205.00 in September of 1929 to a low of \$21.25 in 1932. In studying the Great Depression, historians often use graphs as a way of illustrating how businesses were affected. The graph below shows how the value of shares in U.S. Steel stock was affected during the Great Depression.

✎ PRACTICING THE SKILL

DIRECTIONS: Study the graph below. Then answer the questions that follow.



1. How much was one share of U.S. Steel worth in September of 1929?
2. How much was one share of U.S. Steel worth in November of 1929?
3. By how much did the value of one share of U.S. Steel drop between September and November of 1929?

✎ APPLYING THE SKILL

DIRECTIONS: Using the information from the graph, answer the questions below.

4. Calculate the amount 10,000 shares of U.S. Steel would have cost in 1928 at \$160 per share.
5. Calculate the amount 10,000 shares of U.S. Steel would have cost in September 1929 at \$205 per share.
6. Calculate the amount 10,000 shares would have cost in 1932 at \$21.25 per share. How much money would a U.S. Steel stockholder have lost on 10,000 shares between September of 1929 and 1932?

Differentiated Instruction Activity 11 ★ ★ ★ ★ ★

The Human Toll of the Depression

Many Dust Bowl refugees ended up in migrant camps in California. This song was sung in the Shafter FSA (Federal Security Administration) Camp in 1940.

“A TRAVELER’S LINE” AS PERFORMED BY MRS. MARY SULLIVAN

As I was walking this morning,
I spied a man old and gray.
A story to share with someone
So these words to me he did say.

For two long years now I have wandered
Away from loved ones at home.
It seemed that starvation was on us,
And then we decided to roam.

At first we camped out on my prairies.
Then state to state we did try
To find work enough for provisions
But there seems there was no use to try.

I finally wound up in a chapter
In a FSA camp by the way.
A man walked up in and told me
You can sign for a grant check today.

Then groceries brought in by the armfuls,
The children no longer did sigh.
The camp’s such a nice place to live in.
My manager’s so nice in reply.

So now you all hear my sad story
And how we all first ventured out.
The welfare will clothe all your family
When you stop at a farm-workers’ camp.

Source: Library of Congress

Directions: On a separate sheet of paper, answer the following questions based on the chart.

- 1. Identifying the Main Idea** What is the main idea of “A Traveler’s Line?”
- 2. Comparing and Contrasting** How does the man’s life prior to finding the camp compare with his life after stopping at the farm-worker’s camp?

FOR THE TEACHER

Teaching Strategies for Different Learning Styles

The following activities are ways the basic lesson can be modified to accommodate students' different learning styles:

English Learners (EL) Have students listen to the song as they read it by visiting "Voices from the Dust Bowl: The Charles L. Todd and Robert Sonkin Migrant Worker Collection, 1940–1941" on the Library of Congress Web site. Then ask students to make a poster with images of each section.

Advanced Learners (AL) Invite students to recreate the story told in this song in a storyboard, comic book, picture book, power-point presentation, monologue, dialogue, or other medium.

Below Grade Level (BL) Suggest that students use a *who-what-when-where-why* organizer similar to the one below to interpret the song.

Suggested answers are in italics.

Who	<i>A man in a migrant camp</i>
What	<i>A migrant; someone who has traveled with his family in search of work</i>
When	<i>1940</i>
Where	<i>California, after having traveled through many other states</i>
Why	<i>He and his family are poor and hungry; he cannot find work</i>

On Grade Level (OL) Have students read the song and work independently to answer the questions in complete sentences. In addition, have students write another question they could ask about the song, and provide an answer.

English Learner Activity 11 ★ ★ ★ ★ ★ ★

The Great Depression Begins, 1929–1932

★ A. PRE-READING ACTIVITY

Previewing the Material

Directions: Before reading the quotes from *Dust to Eat: Drought and Depression* on pages 407 and 409, answer the following questions.

1. How did farmers contribute to the problem of the Great Plains turning into the “Dust Bowl”?

2. How did the weather contribute to this problem?

★ B. PRE-READING ACTIVITY

Vocabulary Review

Reviewing the words and expressions below will help you understand the reading.

store (n.): place for people to buy food and other supplies

worst (adj.): the most damaging

equally (adv.): having the same amount

flour bin (n.): container that holds flour

shacks (n.): small, one-room houses, usually not very sturdily built

iron wood stove (n.): a stove made of iron that burns wood

faucet (n.): fixture for drawing and regulating the flow of water

English Learner Activity **11** (continued) ★ ★ ★ ★

✱ C. LANGUAGE STUDY ACTIVITY

Past, Past Progressive, and Past PerfectLanguage Study Note: Past, Past Progressive, and Past Perfect

When writing about the past, three verb tenses are used; past, past progressive, and past perfect.

The past is used for actions begun and completed in the past: she *studied* last week; the war *began* in 1812. A regular past verb is formed by adding *-ed* to the base verb (V + *ed*): *represent - represented*; review irregular past verbs.

The past progressive is used to describe actions that were ongoing, usually at the same time another action occurred. It is used specifically to emphasize the continuous quality of the action or to show that one action was in progress when another occurred. The past progressive is formed by the verbs *was/were* and a present participle (*was/were* + V + *ing*): *was finding, were looking*.

The past perfect is used to show that one action occurred before or by a specific point or action in the past. The past perfect is formed by the verb *had* + a past participle (*had* + V + *ed/en/t*): *had spoken, had elected, had ended*.

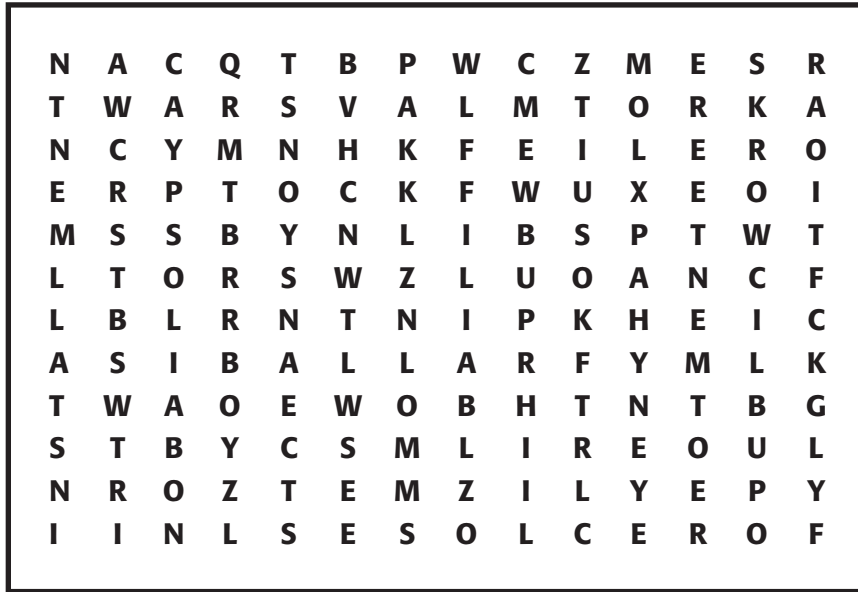
Directions: Circle the correct verb in each of the following sentences.

1. Herbert Hoover (ran/had run/was running) the Food Administration before he ran for the presidency in 1928.
2. In the 1928 election, Hoover (received/had received/was receiving) over six million more votes than his Democratic opponent Alfred E. Smith.
3. Sound movie cameras (covered/had covered/were covering) the inauguration for the first time in the 1928 election.
4. When the stock market (crashed/was crashing/had crashed) on Black Tuesday, stocks lost between ten and fifteen billion dollars in value.
5. Because foreign countries responded by raising tariffs on their own goods, the Hawley-Smoot Tariff (failed/had failed/was failing) to help American businesses.
6. Since settling on the Great Plains, farmers (gambled/had gambled/were gambling) with nature.
7. Between 1932 and 1935, Dorothea Lange (photographed/had photographed/was photographing) the homeless while she was traveling through the Dust Bowl states.
8. By early 1932, the Reconstruction Finance Corporation (lent/had lent/was lending) more than 200 million dollars to approximately 160 banks.
9. Hoover (believed/did believe/was believing) that only local government should provide relief to impoverished families.
10. National press coverage of troops assaulting veterans (harmed/had harmed/was harming) Hoover's reputation.

★ Content Vocabulary Activity 11

The Great Depression Begins, 1929–1932

DIRECTIONS: Fill in the missing words in the clues below, and circle each word in the puzzle.



CLUES

- Welfare or aid for the needy is known as _____.
- A _____ is a homeless, penniless vagabond.
- A minor officer of the courts is called a _____.
- Projects built with public funds for public use are referred to as _____.
- Buying on an _____ plan refers to buying an item on credit with a monthly plan to pay off the good.
- When a bank _____ on a property, it takes possession from a mortgager because of defaults on payments.
- A melodramatic serial drama on television or radio is called a _____.
- On a separate sheet of paper, explain some of the problems that led to the Great Depression by using the following terms: *stock market*, *bull market*, *margin*, *margin call*, *speculation*, *bank run*.

Academic Vocabulary Activity 11 ★ ★ ★ ★ ★

The Great Depression Begins, 1929–1932

Key Words

Academic Words	Content Vocabulary
collapse	bailiff
colleague	installment
community	margin
invest	speculation
series	
sum	
suspend	
technique	

★ A. WORD STUDY ACTIVITY

Analogies

Word Study Note: Analogies

A word analogy is like an equation that represents the relationship between words. To solve an analogy, it is necessary to first find that relationship and then choose a word that repeats or completes the same relationship. Analogies are written and read as follows:

country : France :: city : Paris — Country is to France as city is to Paris.

In this analogy, the relationship is that the second word is an example of the first. Other common relationships in analogies are synonyms, antonyms, definitions, characteristics, and sizes.

Directions: Fill in the blanks with the words that best complete the analogy.

- sum : _____ total :: fraction
 A. whole B. part C. equal
- invest : _____ :: keep : give
 A. use B. spend C. save
- price : cost :: series : _____
 A. sequence B. disorder C. strike

Academic Vocabulary Activity 11 (continued) ★ ★ ★ ★

✱ B. WORD STUDY ACTIVITY

Synonyms/Antonyms

Directions: Read each pair of words. If the words are synonyms, write S. If they are antonyms, write A. Remember: Synonyms are words that mean the same. Antonyms are words that mean the opposite.

4. ____ installment/payment
5. ____ relief/aid
6. ____ bailiff/prisoner
7. ____ margin/loan
8. ____ speculation/guess

TEST YOUR KNOWLEDGE

Directions: Match the words with their definitions.

- | | |
|-------------------|-------------------------------------|
| 1. ____ community | A. method |
| 2. ____ collapse | B. associate in a profession |
| 3. ____ invest | C. group of people |
| 4. ____ sum | D. defer |
| 5. ____ colleague | E. total |
| 6. ____ suspend | F. chain of events |
| 7. ____ series | G. spend |
| 8. ____ technique | H. fall apart |

Directions: Complete the following analogies.

Example: *city : Paris :: country : France*

9. collapse : _____ :: cease : stop
A. crumble **B.** begin **C.** try
10. _____ : system :: practice : skill
A. style **B.** retreat **C.** technique



Reinforcing Skills Activity 11

Sequencing Events

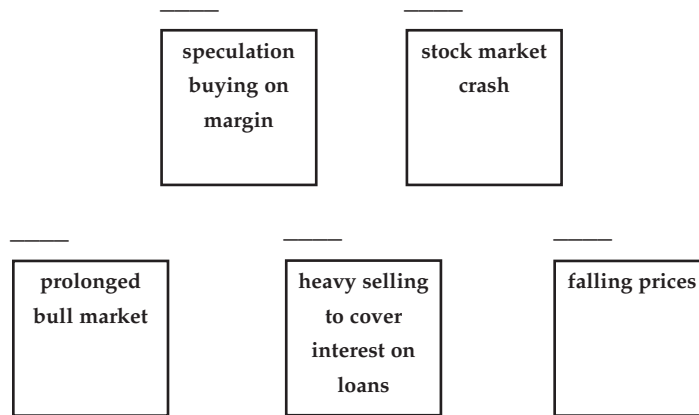
✎ LEARNING THE SKILL

Sequencing events is an important skill in learning and understanding history. Historians group or sequence past events in order to understand why events in history have unfolded the way they have. Sequencing events can be done by making a timeline or by charting events in chronological order. Here we are making a chart of events.

✎ PRACTICING THE SKILL

DIRECTIONS: Review the information from Section 1 of Chapter 11 and use it to complete the chart below.

Events are listed in each box. Number each box as the event occurs in chronological order. Then draw arrows to show how one event led to another.



✎ APPLYING THE SKILL

DIRECTIONS: Review the information in Section 3 of Chapter 11. Using the information from the chapter, list events in the left-hand column, and their corresponding dates in the right-hand column. On a separate sheet of paper or on a computer, re-order the events so that they appear in chronological order.

Event	Year
Hoover sets up the National Credit Corporation.	October 1931
500 people break into and loot a grocery store in Oklahoma City, Oklahoma.	January 1931
Hunger marchers march in the nation's capital.	December 1932
Oregon veterans begin marching to Washington to lobby the passage of legislation for \$1,000 bonuses to veterans.	May 1932

Critical Thinking Skills Activity 11**Making Inferences****LEARNING THE SKILL**

To be an effective reader, you must search for clues to the meaning of the text. It is a bit like being a detective, because some of these clues are not stated openly. You have to search for them by making inferences, or “reading between the lines.” This simply means that because the author cannot include all of the details about a given subject, it is your job, as the reader, to infer those details. You can use what you already know to come up with possible explanations for what is happening in the text. By using your knowledge, along with making predictions and asking questions, you can put together the hidden details about the text. In this way, you can better understand its meaning.

✱ PRACTICING THE SKILL

DIRECTIONS: Read the introduction and article below about the Motion Picture Production Code. Then answer the questions that follow.

All American movies produced during the Great Depression needed to submit to a series of guidelines known as the Motion Picture Production Code, which was established in 1930 by the Motion Picture Producers and Distributors of America. The following article provides some typical examples of the regulations found in the code.

[The Code] forbade depicting “scenes of passion” in all but the most puerile [childish] terms, and it required that the of the institution of marriage be upheld at all times. . . . Also prohibited were the use of profanity (a term extended to include “vulgar” expressions like “cripes,” “guts,” and “nuts”) and racial epithets; . . . drug addiction, nudity of all sorts; sexually suggestive dances or costumes; “excessive and lustful kissing”; and excessive drinking. It was forbidden to ridicule or criticize any aspect of any religious faith, to show cruelty to animals or children, or to represent surgical operations. . . . It was [also] forbidden to show the details of a crime, or to display machine guns, submachine guns, or other illegal weapons, or to discuss weapons at all in dialogue scenes. It was further required that law enforcement officers never be shown dying at the hands of criminals, and that all criminal activities within a given film were shown to be punished. Under no circumstances could a crime be shown to be justified. Suicide and murder were to be avoided unless absolutely necessary to the plot. . . .

1. How do you think the film industry was affected by the Motion Picture Production Code?

2. Why do you think the Motion Picture Production Code was established?

★ Time Line Activity 11

Early Days of the Great Depression

Background

In October 1929, the stock market crashed, marking the end of the prosperity of the 1920s. The “crash” began on October 24, which came to be known as Black Thursday. By November, stock values had dropped by an estimated \$30 billion.

Despite assurances by President Hoover of a quick recovery, the situation continued to worsen. In June 1930, Hoover signed the Hawley-Smoot Tariff into law, exacerbating the problem of overproduction. Foreign countries responded by raising their own tariffs. Unemployment spiked. By December of 1930, about 26,000 businesses collapsed. By January 1931, food riots had begun to break out. During that same month, rioters in Oklahoma City broke into and looted a grocery store. In December 1932, 1,200 hunger marchers took their protest to the nation's capital. Banks began to fail, and by 1932, more than 10 percent of the nation's banks had closed.

The government took measures to help the economy, but their early efforts were largely unsuccessful. Hoover set up the National Credit Corporation in October 1931, only to see the program fail to meet the nation's needs. In January of 1932, Congress set up the Reconstruction Finance Corporation (RFC) to help banks, railroads, and other businesses. However, the RFC was overly cautious, and the economy continued to decline. In July of 1932, Congress passed the Emergency Relief and Construction Act, which called for \$1.5 billion in public works and another \$300 million in loans to the states for direct relief. However, even this move could not reverse the accelerating collapse.

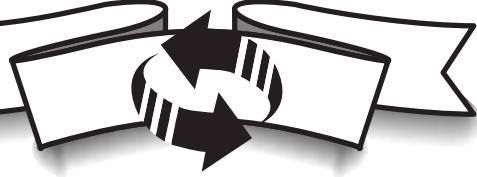
DIRECTIONS: Use the background information above to create a time line about the early years of the Great Depression.

--	--	--	--

1929 1930 1931 1932 1933

--	--	--	--	--

Linking Past and Present Activity 11



Animation

THEN

Depression-weary Americans sought escape at the movies. Many laughed at the antics of cartoon characters such as Betty Boop, Popeye, and Mickey Mouse. Mickey, introduced by Walt Disney in 1928, reached stardom in *Steamboat Willie*, the first animated cartoon with music and voice synchronized to the action. Disney added color animation in 1932. In 1937 he produced America's first full-length animated film: *Snow White and the Seven Dwarfs*.

Animation is the art of making nonliving objects appear to move. Artists would draw a series of images in different stages of an action. For example, to make a character walk, the artist would draw the sequence of tiny movements involved in a step. The filmmaker would photograph the drawings and play them back in rapid succession, giving the illusion of unbroken motion.

Animators had to make as many as 24 drawings for each second of film. *Cel animation*, the use of clear celluloid (plastic) for images, made the process more efficient. Cels reduced the number of times an image had to be redrawn. Different drawings of moving parts could be laid over a single stationary image. Still, *Snow White* required tens of thousands of individual cels.



NOW

Rising production costs plus the increasing popularity of television caused the decline of full-length animated films in the 1950s and 1960s. In the 1980s, new technology—computer animation—revived them. Computer techniques have replaced cels and much of the time-consuming hand work of drawing and coloring. Computers can create characters and backgrounds and animate them without having to photograph individual drawings. Computer assistance plus hand-drawing produced the full-length animated films *The Lion King* (1994) and *The Prince of Egypt* (1998).

Not only can computers produce images faster and cheaper, but they enable new forms of animations. *Tron* (1982) and *Jurassic Park* (1993) combined live action with computer-generated images to create special effects. *Toy Story* (1995) was the first completely computer-animated feature film, and it popularized three-dimensional animation.

Animation came to primetime television with "The Flintstones" in 1960, and continues its popularity with "The Simpsons" and "Family Guy." Computer-generated "worlds" turn computer games into adventures.

Computer-generated special effects now appear in most Hollywood films. As computer animation continues to become more life-like, it is blurring the line between live action and animation.

CRITICAL THINKING

Directions: Answer the questions below on a separate sheet of paper.

- Determining Cause and Effect** Mickey Mouse is relatively easy to draw. He is mostly circles with legs. Why do you think Disney created him this way?
- Making Inferences** Why do you think Disney's characters were so popular?
- Comparing and Contrasting** How do you think the films of the Great Depression compare with the films of today?

Primary Source Reading 11-1 ★ ★ ★ ★ ★ ★

Republican Principles

★ About the Selection

Republican Herbert Hoover traveled to his opponent's turf in the closing days of the 1928 presidential election campaign. He delivered the speech he entitled "New York City" on October 22 at Madison Square Garden in Manhattan. It was broadcast on national radio. Hoover's speech had two goals: to rally the New York business community, and to discredit Democrat Al Smith by arguing that his proposals were un-American. The speech recalled the themes Hoover had presented in his book, *American Individualism*.

Reader's Dictionary



decentralized: the delegation of power from a national authority to local authorities

utilities: services, such as electricity or water, provided by a public or government organization

GUIDED READING

As you read, determine what Hoover believes is the correct relationship between government and business. Then answer the questions that follow.

I intend rather to discuss some of those more fundamental principles and ideals upon which I believe the government of the United States should be conducted.

. . . [T]here has been a further fundamental contribution—a contribution underlying and sustaining all the others—and that is the resistance of the Republican Party to every attempt to inject the government into business in competition with its citizens. . . . During one hundred and fifty years we have builded up a form of self-government and a social system which is peculiarly our own. . . . It is founded upon a particular conception of self-government in which decentralized local responsibility is the very base. Further than this, it is founded upon the conception that only through ordered liberty, freedom, and equal opportunity to the individual will his initiative and enterprise spur on the march of progress.

During the war we necessarily turned to the government to solve every difficult economic problem. . . . To a large degree we regimented our whole people temporarily into a socialistic state. . . .

. . . When the war closed . . . we were challenged with a peace-time choice between the American system of rugged individualism and a European philosophy of diametrically opposed doctrines—doctrines of paternalism and state socialism. The acceptance of these ideas would have meant the destruction of self-government through centralization of government. It would have meant the undermining of the individual initiative and enterprise through which our people have grown to unparalleled greatness.

(continued)

Primary Source Reading **11-1** (continued) ★ ★ ★ ★ ★

There has been revived in this campaign, however, a series of proposals which, if adopted, would be a long step toward the abandonment of our American system and a surrender to the destructive operation of governmental conduct of commercial business. Because the country is faced with difficulty and doubt over certain national problems—that is, prohibition, farm relief, and electrical power—our opponents propose that we must thrust government a long way into the businesses which give rise to these problems. In effect, they abandon the tenets of their own party and turn to state socialism as a solution. . . . It is proposed that we shall change from prohibition to the state purchase and sale of liquor. If their agricultural relief program means anything, it means that the government shall directly or indirectly buy and sell and fix prices of agricultural products. And we are to go into the hydro-electric power business. In other words, we are confronted with a huge program of government in business.

The American people from bitter experience have a rightful fear that great business units might be used to dominate our industrial life and by illegal and unethical practices destroy equality of opportunity.

Years ago the Republican administration established the principle that such evils could be corrected by regulation. . . . It insisted upon the principle that when great public utilities were clothed with the security of partial monopoly . . . there must be the complete control of rates. . . .

As to our manufacturing and distributing industries, the Republican Party insisted upon the enactment of laws that not only would maintain competition but would destroy conspiracies to destroy the smaller unit or dominate and limit the equality of opportunity amongst our people. . . .

To me the foundation of American life rests upon the home and the family. I read into these great economic forces . . . but one supreme end—that we reinforce the ties that bind together the millions of our families, that we strengthen the security, the happiness, and the independence of every home.

Source: *The New Day: Campaign Speeches of Herbert Hoover*. Palo Alto, California: Stanford University Press, 1928.

READER RESPONSE

Directions: Answer the following questions on a separate sheet of paper.

1. What is the basic Republican principle of the relation of government to business, according to Hoover?
2. How does Hoover characterize the Democrats' proposals?
3. What does Hoover say is the basis of the American conception of self-government?
4. **Critical Thinking** Why do you think Hoover thought it necessary to turn America "temporarily into a socialistic state" during World War I?

Primary Source Reading **11-2** ★ ★ ★ ★ ★ ★**American Literature****★ About the Selection**

Sinclair Lewis was the first American to win the prestigious Nobel Prize for Literature (1930). Lewis made his mark principally with novels—such as *Babbitt*, *Main Street*, and *Elmer Gantry*—that exposed a cultural and spiritual emptiness at the heart of America’s preoccupation with business, its material plenty, and its can-do optimism. In his acceptance speech to the Swedish Academy, Lewis discusses the American fear of literature and, by extension, culture.

Reader’s Dictionary

edify: to instruct for one’s moral or spiritual improvement

pastoral: a rural area that is quiet and peaceful

GUIDED READING

As you read, identify the evidence Lewis gives to support his statement that Americans fear literature. Then answer the questions that follow.

No, I have for myself no conceivable complaint to make, and yet for American literature in general, and its standing in a country where industrialism and finance and science flourish and the only arts that are vital and respected are architecture and film, I have a considerable complaint.

... America, with all her wealth and power, has not yet produced a civilization good enough to satisfy the deepest wants of human creatures.

... [I]n America most of us—not readers alone, but even writers—are still afraid of any literature which is not a glorification of everything American, a glorification of our faults as well as our virtues.

... [W]e still most revere the writers of the popular magazines who in a hearty and edifying chorus chant that the America of a hundred and twenty million is still as simple, as pastoral, as it was when it had but forty million; that in an industrial plant with ten thousand employees, the relationship between the worker and the manager is still as neighborly and uncomplex as in a factory in 1840, with five employees; that the relationships between father and son, between husband and wife, are precisely the same in an apartment in a thirty-story palace today, with three motor cars awaiting the family below and five books on the library shelves and a divorce imminent in the family next week, as were those relationships in a rose-veiled five-room cottage in 1880. ...

... [L]et me sketch a fantasy which has pleased me the last few days in the unavoidable idleness of a rough trip on the Atlantic.

Suppose you had taken Theodore Dreiser.

... Dreiser more than any other man, marching alone, usually unappreciated, often hated, cleared the trail from Victorian ... timidity and gentility in American fiction to honesty and boldness and passion of life. Without his

(continued)

Primary Source Reading **11-2** (continued) ★ ★ ★ ★ ★

pioneering, I doubt if any of us could, unless we liked to be sent to jail, seek to express life and beauty and terror.

. . . Dreiser's great first novel, *Sister Carrie* . . . which I read twenty-five years ago, came to housebound and airless America like a great free Western wind, and to our stuffy domesticity gave us the first fresh air since Mark Twain and Whitman.

Yet had you given the Prize to Mr. Dreiser . . . respectable scholars would complain that in Mr. Dreiser's world, men and women are often sinful and tragic and despairing, instead of being forever sunny and full of song and virtue, as befits authentic Americans.

And had you chosen Mr. Eugene O'Neill, who has done nothing much in American drama save to transform it utterly, in ten or twelve years, from a false world of neat and competent trickery to a world of splendor and fear and greatness . . . he has seen life as not to be neatly arranged in the study of a scholar but as a terrifying, magnificent, and often quite horrible thing akin to the tornado, the earthquake, the devastating fire. . . .

It is my fate in this paper to swing constantly from optimism to pessimism and back, but so is it the fate of any one who writes or speaks of anything in America—the most contradictory, the most depressing, the most stirring, of any land in the world today.

. . . [Y]es, we who have such pregnant and vigorous standards in commerce and science—have no [literary] standards, no healing communication, no heroes to be followed nor villains to be condemned, no certain ways to be pursued and no dangerous paths to be avoided.

. . . [P]overty is not for the artist in America. . . . But he is oppressed ever by something worse than poverty—by the feeling that what he creates does not matter, that he is expected by his readers to be only a decorator or a clown, or that he is good-naturedly accepted as a scoffer whose bark is worse than his bite and who probably is a good fellow at heart, who in any case does not count in a land that produces eighty-story buildings, motors by the million, and wheat by the billions of bushels.

Source: *An American Primer*. Chicago: The University of Chicago Press, 1966.

READER RESPONSE

Directions: Answer the following questions on a separate sheet of paper.

1. According to Lewis, what has America not been able to do, even with all its wealth and power?
2. What oppresses the artist in America?
3. What did Lewis believe Theodore Dreiser had done for American literature?
4. **Critical Thinking** In one sentence, express the main idea of this selection from Sinclair Lewis.

★ American Art and Music Activity 11

★ ★ ★ ★ ★ ★ ★ ★

Georgia O'Keeffe

★ ★ ★ ★ ★ ★ ★ ★

During the early twentieth century a new style of painting emerged in America. This style was colorful and abstract, often using shapes and designs to represent figures or events instead of the more realistic images of conventional art. The artists who were drawn to this style and who used it in their paintings became known as modern artists.

Several of the painters who embraced this modern style were associated with Alfred Stieglitz. Stieglitz himself was a photographer. In 1905, he opened a gallery in New York City to promote modern works of art, both in photography and in other media. The gallery, located at 291 Fifth Avenue, came to be known simply as 291. It became a hub for modern artists such as Max Weber, Arthur Dove, John Marin, and others who found in the gallery the support

generally lacking in the conventional art world. The only woman among this group was Georgia O'Keeffe, a painter who also embraced modernism.

O'Keeffe studied at the Art Institute of Chicago from 1904 to 1905, and at the Art Students League in New York City in 1908. She also attended a few classes at Columbia University, where she was introduced to the modern style of form and color by her professor, Arthur Wesley Dow. In 1915, Alfred Stieglitz first viewed a group of O'Keeffe's drawings and watercolors, then exhibited her work himself at the 291 gallery. From that time on, Georgia O'Keeffe was a member of the circle of modern artists who made their aesthetic home at 291.

In 1917, Stieglitz organized O'Keeffe's first individual art show. It consisted of watercolor paintings that were inspired by nature.



Landscape by Georgia O'Keeffe

Burstein Collections/CORBIS

(continued)

**American Art and Music Activity 11** (continued)

She treated color and form separately, sometimes turning to a single color for an entire series of works, as in her “Blue” series of 1916.

Nature remained an essential ingredient in O’Keeffe’s work. One watercolor, *Evening Star III*, reduces a hillside scene to a few bold colors and equally bold shapes.

Stieglitz and O’Keeffe, finding they had more in common than just art, married in 1924 and drew inspiration from one another over the years. In the late 1920s, O’Keeffe created a series of abstract flowers in watercolor. Her focused use of a single subject resembled Stieglitz’s photographs, which focused on clouds and landscape features. Her flower series, for which she is best remembered, depicts the details of the flower

in such an abstract way that some are not recognizable as the objects they represent to the unprepared eye.

O’Keeffe also experimented with a different style of severe edges, patterns, and darkened tones. One of her most famous paintings done in this style is *Radiator Building—Night, New York*. Produced in 1927, this painting shows O’Keeffe’s talent as she presents the stark geometry of the New York skyscraper.

From the 1930s on, O’Keeffe spent her winters in New Mexico, and moved there permanently after the death of Arthur Stieglitz in 1946. In New Mexico, her work became increasingly abstract as she painted the landscapes of the adobe buildings and rolling hills. O’Keeffe painted well into her 90s. She lived to be 101.

1. What style of painting did the modern artists use?

2. What was 291? _____

3. What was different about O’Keeffe’s painting *Radiator Building—Night, New York*?

Critical Thinking ★

4. **Analyzing Information** Why were O’Keeffe’s paintings labeled “modern art”? _____

5. **Drawing Conclusions** In what ways did O’Keeffe’s association with Arthur Stieglitz aid her career? _____

INTERPRETING POLITICAL CARTOONS



Activity 11

THE GREAT DEPRESSION

By 1932—three years after the crash of the stock market—almost half of the banks in the United States had failed, unemployment was nearing 30 percent, and stocks had fallen to about 20 percent of their pre-crash value. It may seem that such a situation was no laughing matter and that political cartooning would, therefore, decline. As the following cartoon shows, however, people still found a way to satirize events even when conditions were at their worst.

Directions: Study the cartoon below, and then answer the questions that follow.

A WISE ECONOMIST ASKS A QUESTION



ANALYZING THE CARTOON ACTIVITY 11 *(continued)*

1. What does the man on the park bench represent?

2. What does the location of the man (sitting on a park bench) add to the cartoon?

3. How is the man caricatured to show that he is a responsible citizen?

CRITICAL THINKING

4. **Making Inferences** Way do you think the cartoonist chose a squirrel for this cartoon? What can you infer about the cartoonist's choice?

5. **Determining Cause and Effect** What were the causes of the Great Depression?

6. **Synthesizing Information** Read the next chapter in your textbook. What short-term and long-term measures did President Franklin Roosevelt take to handle the rash of bank failures?

★ Reteaching Activity 11**The Great Depression Begins, 1929–1932**

The stock market crash set off a chain reaction of economic failures that impacted the entire nation. Few government officials, including President Hoover, initially recognized the severity of the Depression. Public works projects and relief acts came too late to prevent the tidal wave of business failures and unemployment from devastating the nation.

DIRECTIONS: Use the four terms below to fill in the missing links in the chain reaction of economic failures that swept the nation. Then write a brief explanation of how each link contributed to the start of the Great Depression. The first one is completed for you.

- hobos
- Bank runs
- Speculation
- installment debt

1. **Bull Market:** Enticed buyers to buy on margin and pushed prices up without regard to value.



2. _____ :



3. **Stock Market Crash:**



4. _____ :



5. **Bank Failures:**



6. _____ :



7. **Mass Layoffs:**



8. _____ :

9. **Critical Thinking** The Great Depression demonstrated how interconnected a free market economy is. Write the name of your local grocery store. If this business were to fail, how would other businesses be affected? How would the people in your community be affected?

★ **Enrichment Activity 11****The Great Depression Begins**

After the stock market crash of 1929, some Americans denied the seriousness of the economic picture, whereas others appeared to

be more realistic about the situation. Very few people were unaffected by the Depression, and all had opinions about it.

DIRECTIONS: Read each of the short quotes below. Then imagine you are the quoted person. Answer the reporters' questions below on a separate sheet of paper.

★ ***President Herbert Hoover, before the crash:***

"[This] has been a twelvemonth of unprecedented advance, of wonderful prosperity. . . . If there is any way of judging the future by the past, this new year may well be one of felicitation and hopefulness."

Secretary of Treasury Mellon, early 1930:

"I see nothing in the present situation that is either menacing or warrants pessimism. During the winter months there may be some slackness or unemployment, but hardly more than at this season each year."

Virgil Jordan, writer, 1930:

"Probably no nation in modern times has suffered so frequently or so greatly as the United States from recurrent periods of exaggerated optimism and unrealistic interpretation of its economic situation."

John Dewey, educator, 1932:

"The breakdown in which we are living is the breakdown of the particular romance known as business, the revelation that the elated excitement of the romantic adventure has to be paid for with an equal depression."

★ **Questions to Consider**

1. Mr. President, many economic analysts say that the stock market cannot continue its wild buying spree, that it must ultimately bottom out. Will you comment, please?
2. Mr. Secretary, millions of people have lost jobs, homes, and don't know where their next meal is coming from. How can you continue to be so optimistic?
3. Mr. Jordan, why do you think America has been so unrealistic about its economic situation?
4. Mr. Dewey, what romantic ideas do you think many Americans have about business? How are these ideas dangerous?
5. **GO A STEP FURTHER ►** Research the stock market. How does today's stock market differ from the 1930s?

GLENCOE

The
**AMERICAN
VISION**
MODERN TIMES

Chapter 11
Section Resources

Guided Reading Activity 11-178
Guided Reading Activity 11-279
Guided Reading Activity 11-380

**Guided Reading Activity 11-1**

DIRECTIONS: Filling in the Blanks In the space provided, write the word or words that best complete the sentence. Refer to your textbook to fill in the blanks.

1. When Calvin Coolidge declined to run for re-election in 1928, the Republicans nominated _____ for president.
2. The Democrats chose Alfred E. Smith, who became the first _____ nominated for president.
3. A long period of rising stock prices is known as a _____.
4. By 1929, approximately 10 percent of American households owned _____.
5. Many investors bought stocks on _____, meaning they made only a small cash down payment with the rest coming as a loan from a _____.
6. If the stock began to fall in price, a broker could issue a _____, demanding that the investor repay the loan at once.
7. The stock market crash was not the major cause of the _____, but it undermined the economy's ability to overcome other weaknesses.
8. Banks had invested their depositors' money in the _____, hoping for higher returns than they could get by using the money for _____.
9. A _____ takes place when many depositors decide to withdraw their money at the same time.
10. Most economists agree that _____ of goods was a key cause of the Depression.
11. Many people who had bought high-cost items on the _____ reached a point where paying off their debts forced them to reduce other purchases.
12. When sales of goods slowed, manufacturers cut production and _____.
13. As a result of the _____, foreign countries raised their tariff rates and American sales abroad declined.

★ Guided Reading Activity 11-2

DIRECTIONS: Outlining Read the section and complete the outline below. Refer to your textbook to fill in the blanks.

I. The Depression Worsens

- A. In 1932 alone, some 30,000 companies _____.
- B. Throughout the country, newly homeless people put up shacks on unused or public land, forming communities called _____.
- C. Blaming the president for their plight, people referred to such places as _____.
- D. From the _____ to _____, America's wheat fields became a vast "Dust Bowl."
- E. Many families packed their belongings into old cars or trucks and headed _____, hoping for a better life in _____.

II. Art and Entertainment

- A. During the 1930s, more than _____ Americans went to the movies each week.
- B. Millions of people listened to _____ such as Jack Benny, George Burns, and Gracie Allen.
- C. Radio melodramas were often sponsored by makers of laundry soaps, causing the shows to be nicknamed _____.
- D. During the Depression, _____ and _____ portrayed the life around them.
- E. The writing of novelists such as John Steinbeck evoked sympathy for their characters and indignation at _____.
- F. In 1936, magazine publisher Henry Luce introduced _____, a weekly photojournalism magazine that enjoyed instant success.

★ Guided Reading Activity 11-3

DIRECTIONS: Recalling Facts Read the section and answer the questions below. Refer to your textbook to write the answers.

1. When did President Hoover assure the nation that “the fundamental business of the country...is on a sound and prosperous basis.”? _____

2. What did President Hoover do to devise strategies for improving the economy? _____

3. What did President Hoover increase the funding for, to replace jobs lost in the private sector? _____

4. What was President Hoover's fear about deficit spending? _____

5. What was the purpose of the National Credit Corporation (NCC)? _____

6. Why did the Reconstruction Finance Corporation (RFC) fail? _____

7. Why did President Hoover oppose the federal government's participation in relief programs? _____

8. What was the purpose of the Emergency Relief and Construction Act? _____

9. What caused nearly one million farmers to lose their farms between 1930 and 1934? _____

10. What did some farmers do to try to raise crop prices? _____

11. How did the effort of the Bonus Army end in July of 1932? _____

12. What did President Hoover expand more than any previous president? _____

GLENCOE

The AMERICAN VISION

MODERN TIMES

Chapter 12 Resources

Roosevelt and the New Deal, 1933–1939

Reading Skills Activity 12	Time Line Activity 12
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**Reading Skills Activity 12**

Problems and Solutions

✦ LEARNING THE SKILL

Some texts are organized using problems and solutions. First, the author presents a problem. Then the author explains how people attempted to solve the problem. As you read, try to identify problems described in the text. Look for causes of the problem and their effects. Then look for solutions to the problems described in the text. Find who came up with the solution, and how the solution worked. This will help you better understand historical events.

✦ PRACTICING THE SKILL

DIRECTIONS: Read the following paragraphs. Circle the problems that are listed. Then underline the solutions to those problems.

When Franklin Roosevelt took office, the American people were feeling demoralized and hopeless. Banks were failing at an alarming rate. Falling incomes had caused many people to fall into debt. Unemployment made it difficult for many people to feed themselves and their families.

Roosevelt took immediate action to restore the confidence of the nation's citizens. He declared a bank holiday and worked with Congress to stabilize the nation's banking system. He asked Congress to establish the Home Owners' Loan Corporation to help people who were behind in payments on their mortgages. Roosevelt also started the Civilian Conservation Corps, which gave young men jobs working for the forestry service planting trees, fighting forest fires, and building dams.

✦ APPLYING THE SKILL

DIRECTIONS: Use the problem and solution skill to better understand what you have learned in this chapter. Reread Section 2 to review the programs instituted under the Second New Deal. Find three problems that the country suffered from. Then find the solutions proposed by Roosevelt under the Second New Deal. Write three paragraphs explaining the problems and their solutions.

★ Historical Analysis Skills Activity 12

Sequencing Events

LEARNING THE SKILL

When you read about history, you need to know the order in which events happened. In order to understand events in history, and their causes and effects, you have to be able to place them in a time sequence. Authors use various words to show you the order of events in time, called chronological order. These words include *first*, *second*, *finally*, *next*, *then*, *since*, *soon*, *previously*, *before*, *after*, *meanwhile*, *at the same time*, and *last*. Dates and times also are signals that show you when an event occurred in relation to other events. Graphs and time lines help as well to place events in a time sequence. All of these tools are clues you can use in your reading to help you understand how events in history unfolded.

PRACTICING THE SKILL

DIRECTIONS: Read the following paragraph and underline the signal words that show you the chronological order of events.

Three days after Congress authorized the creation of the HOLC, it authorized the Farm Credit Administration (FCA) to begin helping farmers refinance their mortgages. Over the next seven months, the FCA lent four times as much money to farmers as the entire banking system had done the year before. It was also able to push interest rates substantially lower.

APPLYING THE SKILL

DIRECTIONS: Use the Sequencing Events skill to explore what you have learned in this chapter. Pick a section of the chapter and go through it, writing down on a separate sheet of paper the words that give you clues to the time sequence of events in the section. Then use the clues you have found to create a detailed time line of the events in that section. Even if you don't have the exact dates of the events, you can still estimate when things happened, using the clue words the author has provided for you in the text.

Differentiated Instruction Activity 12 ★ ★ ★ ★ ★

Effects and Controversies of the New Deal

One of the largest New Deal programs was the Works Progress Administration. Study the chart to learn some of its accomplishments and drawbacks.

The Works Progress Administration (WPA)

Accomplishments/Effects	Drawbacks/Controversies
Employed more than 8 million people	Cost \$11 billion
Built 125,000 public buildings, including schools, hospitals, and libraries	Two years after the program began in 1935, the number of unemployed had risen, and business appeared worse off
Constructed or repaired about 650,000 miles of road and built 853 airports	Funded by deficit spending
Sewed 300 million garments for the needy	Set a precedent for future government funding/spending
Programs helped artists and writers such as Saul Bellow, Richard Wright, Zora Neale Hurston, and John Steinbeck	Helped artists, who had never been helped before, and therefore put the government in the role of patron—and potentially controller—of the arts
Funded murals, sculptures, and symphonies, as well as playwrights, actors, and directors	Funded arts projects while millions were hungry
Aided students in schools and colleges	With other programs, increased government control over the economy
With other programs, helped U.S. survive the worst disaster it had ever faced in a time of peace	With other programs, led to bigger and bigger government and increased federal, rather than state, power

DIRECTIONS: On a separate sheet of paper, answer the following questions based on the chart.

- Evaluating Information** Which accomplishment of the WPA do you think was most significant? Which drawback? Explain.
- Evaluating Information** In sum, do you think the WPA was a good program or a bad one? Explain.

FOR THE TEACHER

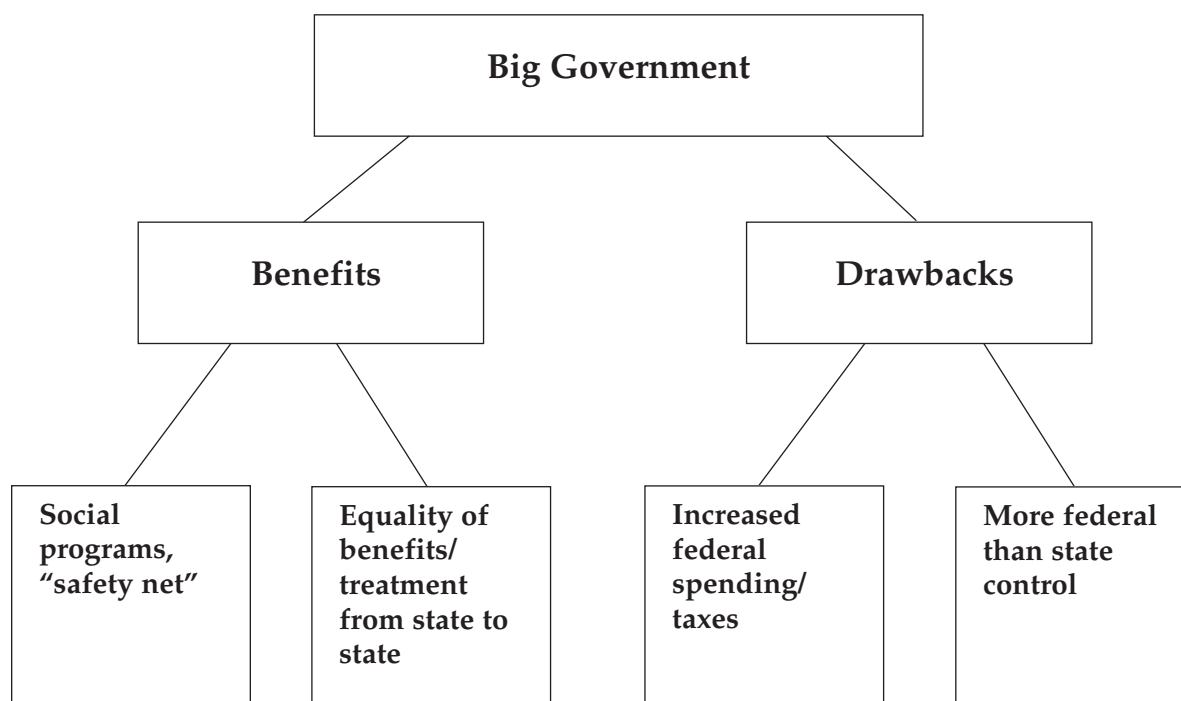
Teaching Strategies for Different Learning Styles

The following activities are ways the basic lesson can be modified to accommodate students' different learning styles:

English Learners (EL) Review the terms *effects*, *controversies*, *deficit spending*, *precedent*, and *patron*. Be sure students understand that the authors listed in column 1 are among the great literary artists of our century and that each, in some way, represents the voices of minorities in America: Saul Bellow is a Jewish American; Hurston and Wright wrote about the African American experience; and John Steinbeck wrote about the Dust Bowl refugees, farm workers, and others who suffered during the Great Depression.

Advanced Learners (AL) Have students investigate and list works of lasting value that were created under the WPA. (For example, slave narratives were collected, and guides to cities were created.) Ask whether further knowledge of the program helps them understand its scope and impact better, and whether it affects their opinion of how positive or negative the program was for the United States.

Below Grade Level (BL) Be sure students understand the term *big government*, and review why big government is controversial. Create a tree diagram like the one shown and help students explore the concept before they complete Activity 19.



On Grade Level (OL) Have students study the chart and work independently to answer the questions in complete sentences.

English Learner Activity 12 ★ ★ ★ ★ ★ ★

Roosevelt and the New Deal, 1933–1939

❑ A. PRE-READING ACTIVITY

Previewing the Material

Directions: Before reading the quote on page 423 answer the following questions.

1. What did President Hoover do to help end the Depression? Were his efforts successful?

2. Do you think that criticizing an opposing political party is a successful strategy for politicians today? Why or why not?

❑ B. PRE-READING ACTIVITY

Vocabulary Review

Directions: Reviewing the words and expressions below will help you understand the reading.

task (n.): a piece of work to be finished within a certain time

foolish (adj.): lacking in sense or judgment

tradition (n.): an established pattern of thought, action, or behavior

inevitable (adj.): incapable of being avoided

campaign (n.): a series of events, such as rallies or speeches, designed to persuade voters to elect a particular candidate

revolve (v.): to focus or center on

depression (n.): a period of low economic activity

precedent (n.): an earlier occurrence of something similar

material (adj.): being of a physical or worldly nature

vision (n.): foresight or imagination

disaster (n.): an event bringing damage, loss, or destruction

pledge (v.): to promise

English Learner Activity **12** (continued) ★ ★ ★ ★ ★**✎ C. WORD BUILDING ACTIVITY****Word Forms**

Directions: Circle the correct form of the word to complete these sentences so they are grammatically correct.

1. Roosevelt's (campaign / campaigning) focused on economic issues.
2. The president's speech (revolving / revolved) around the issue of reform.
3. The winner of the nomination did not (tradition / traditionally) accept it in person.
4. There was no (precedent / precedents) for the court to follow in making its decision.
5. An economic (depress / depression) can be very hard on a nation's citizens.
6. Roosevelt's (vision / visionary) for the future involved helping people out of poverty.

✎ D. WORD BUILDING ACTIVITY**Synonyms**

DIRECTIONS: Synonyms are words that have the same meaning; *liberty* and *freedom* are synonyms. Match the words in column one with their synonyms in column two.

- | | |
|---------------------|-----------------------|
| 1. _____ disaster | A. certain |
| 2. _____ material | B. catastrophe |
| 3. _____ pledge | C. unwise |
| 4. _____ task | D. job |
| 5. _____ inevitable | E. physical |
| 6. _____ foolish | F. promise |

★ Content Vocabulary Activity 12

Roosevelt and the New Deal, 1933–1939

DIRECTIONS: Choose the content vocabulary word or term that best completes each sentence. Write the correct term in the space provided.

sit-down strike	safety net	broker state	gold standard	court packing
polio	bank holiday	binding arbitration	deficit spending	fireside chats

1. Some lawmakers were alarmed by Roosevelt's policies because he abandoned a balanced budget and began to rely on _____, which is spending borrowed money rather than raising taxes to pay for his programs.
2. President Roosevelt suffered from _____, an incurable disease that causes paralysis.
3. Roosevelt's policies provided a _____ for Americans, giving them some security against misfortune through government relief programs.
4. General Motors workers participated in the first _____ by refusing to leave the establishment.
5. People began withdrawing their money from banks in the early 1930s because of their concern that Roosevelt would abandon the _____.
6. The National Labor Relations Act set up a process called _____, in which a neutral party listens to opposing sides of a conflict and makes a decision that both sides must accept.
7. The New Deal established the _____, in which the government played a mediating role in working out conflicts among competing interest groups.
8. Some state governors declared _____, closing banks before bank runs could put them out of business.
9. Roosevelt spoke to the nation in his _____, radio addresses in which he told the American people what he hoped to accomplish.
10. The president's attempt to add more justices to the Supreme Court in order to increase his influence with the court became known as _____ in the press.

Academic Vocabulary Activity 12 ★ ★ ★ ★ ★

Roosevelt and the New Deal, 1933–1939

Key Words

Academic Words	Words with Multiple Meanings	Content Vocabulary
apparent	shift	broker state
benefit		deficit spending
demonstrate		fireside chats
finance		safety net
fundamental		
ideology		
mediate		
recovery		
thereby		

✱ A. WORD MEANING ACTIVITY

Vocabulary in Context

DIRECTIONS: Using the context clues, choose the best definition for each underlined word.

- It was apparent to Roosevelt that American citizens were losing faith in the banking system.
A. strange **B.** clear **C.** ideal
- Roosevelt's fundamental strategy was to listen to many opposing views before coming to a decision.
A. basic **B.** useful **C.** intelligent
- Social Security is one benefit included in the government safety net created by the New Deal.
A. something unusual and new **B.** something good or helpful **C.** something unpleasant
- The president and Congress used deficit spending to finance programs intended to end the Depression.
A. order **B.** hold **C.** pay for
- Roosevelt often discussed his plans for economic recovery on the radio because he wanted to assure Americans that the economy was getting better.
A. improvement **B.** disaster **C.** programs
- Congress hoped to demonstrate its sympathy for the working class by passing new labor legislation.
A. create **B.** unfold **C.** show
- The government's position as a broker state allowed it to mediate between different groups in society.
A. to work with both sides in a dispute **B.** to win a lawsuit **C.** to help people who are disadvantaged (continued)

Academic Vocabulary Activity 12 (continued) ★ ★ ★ ★

TEST YOUR KNOWLEDGE

Directions: Fill in the blank with the word from the box that best completes the sentence.

apparent	ideology	fundamental	benefit	recovery
finance	thereby	demonstrate	mediate	shift

1. The president established the Civilian Conservation Corps, _____ providing jobs for unemployed people.
2. Roosevelt hoped to _____ conflicts between his advisors in order to arrive at an agreement.
3. The _____ of the New Nationalists included a belief that government and industry should work together.
4. Treasury Secretary Henry Morganthau pointed out that the treasury did not have the money to _____ all the programs of the New Deal.
5. Roosevelt's sympathy for the hardships faced by citizens was _____ when he spoke about the millions who lived in poverty.
6. The New Deal brought about a _____ in the government's role, causing it to become more involved in people's lives than ever before.
7. The Townsend Plan proposed a _____ for older Americans, allowing each citizen over age 60 a pension of \$200 a month.
8. The American Liberty League believed that the New Deal was a violation of _____ personal and property rights guaranteed by the Constitution.
9. The Supreme Court's ruling in *Schechter Poultry Company v. United States* served to _____ that it would not allow the president to overstep his authority.
10. While the New Deal helped many people, it did not cause the economy to make a full _____.

★ Reinforcing Skills Activity 12

Interpreting a Bar Graph

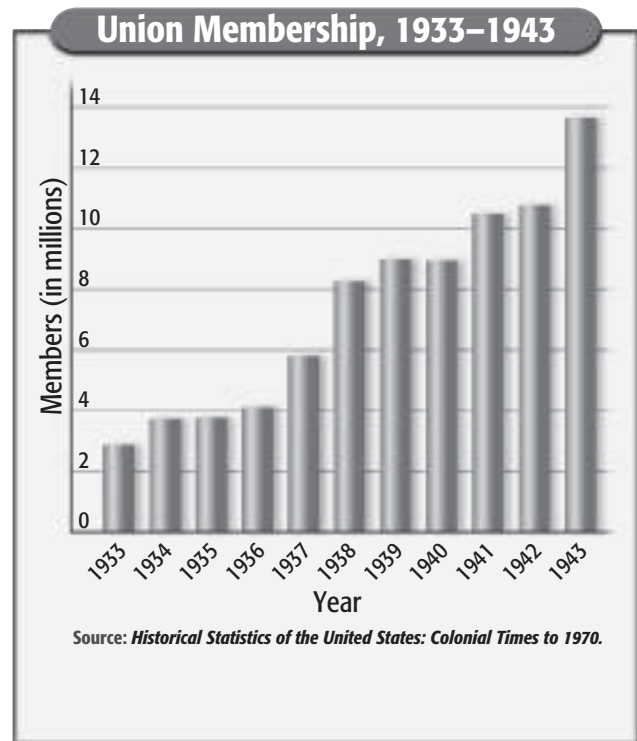
❏ LEARNING THE SKILL

Bar graphs can be used to understand how numbers change over time. These graphs have an x -axis and a y -axis. The x -axis runs along the bottom of the graph. It usually shows a period of time. The y -axis runs up the side of the graph. It is usually labeled with numbers representing a measurable quantity. When you encounter a bar graph, read the title to understand the graph's subject. Then read the labels on the x -axis and the y -axis to find the period of time and quantities shown in the graph.

❏ PRACTICING THE SKILL

DIRECTIONS: Study the bar graph below. Then answer the questions that follow on a separate sheet of paper.

1. What is the subject of this graph?
2. What information is given on the x -axis?
3. What information is given on the y -axis?
4. How would you describe trends in union membership as shown on the graph?
5. Between which two years did the greatest increase in union membership take place?



❏ APPLYING THE SKILL

DIRECTIONS: Use a newspaper or the Internet to find an extended weather forecast for your area. Find the forecast high temperatures for the next few days, and create a bar graph to display them. Be sure to label the x - and y -axes and give your graph a title. What trend does your graph show?

Critical Thinking Skills Activity 12**Determining Cause and Effect****LEARNING THE SKILL**

You can enhance your study of history by learning to identify and determine *cause and effect*. Understanding cause and effect involves understanding why an event occurred. Any condition or event that makes something happen is called a *cause*. What happens as a result is an *effect*. Many effects have more than one cause, and a cause may have several effects.

Use the following guidelines to help you determine cause and effect:

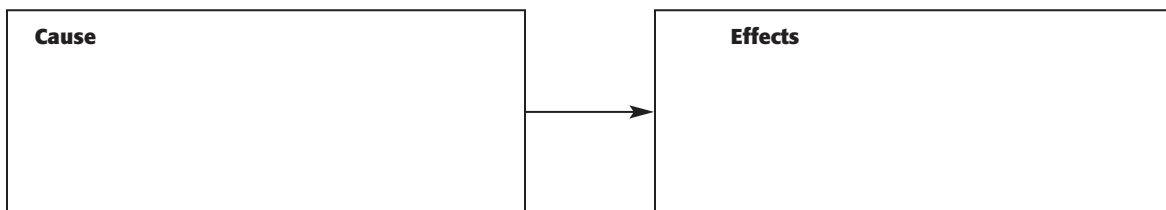
- Identify two or more events.
- Ask questions about why the events occurred.
- Look for vocabulary cues to help decide whether one event caused the other. Words or phrases such as *because, as a result of, for this reason, therefore, thus, as a consequence, brought about, and if . . . then* indicate cause-and-effect relationships.
- Look for relationships between the events.
- Identify the outcomes of the events.

PRACTICING THE SKILL

DIRECTIONS: Read the excerpt below from a speech delivered by Franklin D. Roosevelt on March 12, 1933, explaining his declaration of a national bank holiday. Then answer the questions that follow.

What, then, happened during the last few days of February and the first few days of March? Because of undermined confidence [in the banks] on the part of the public, there was a general rush by a large portion of our population to turn bank deposits into currency or gold. A rush so great that the soundest banks could not get enough currency to meet the demand. The reason for this was that on the spur of the moment it was, of course, impossible to sell perfectly sound assets of a bank and convert them into cash except at panic prices far below their real value. . . . By the afternoon of March 3 scarcely a bank in the country was open to do business. . . . It was then that I issued the proclamation providing for the nation-wide bank holiday, and this was the first step in the Government's reconstruction of our financial and economic fabric.

1. In the diagram below, list what Roosevelt cites as the cause and effects of the "general rush" on the banks in February/March 1933.



2. Why, specifically, were the banks unable to get enough currency to meet the demands of the public?

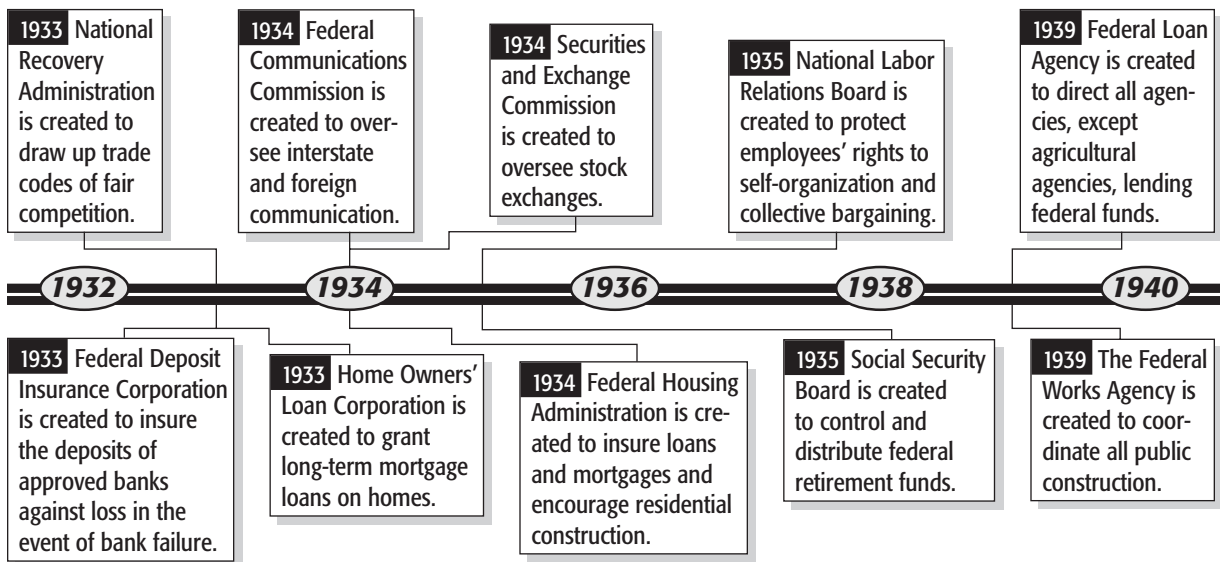
★ Time Line Activity 12

Agencies of the New Deal

Background

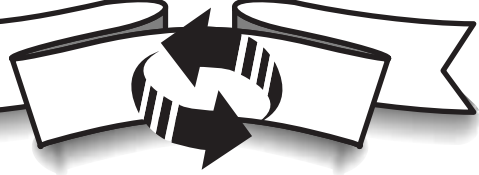
During the years of Franklin D. Roosevelt's presidency, numerous federal agencies were created. Some expired or were eventually absorbed into other agencies. However, others continue to exist to the present day.

DIRECTIONS: Imagine that you are living during the Great Depression. Use the time line information to decide what agency was created to help you in each situation described below. Use a separate sheet of paper for your answers.



1. If you retired, what agency would distribute your Social Security benefits to you?
2. If you needed to extend the length of your mortgage, what agency would grant you a long-term loan?
3. If you wished to invest in stocks, what agency would oversee and regulate the stock exchange?
4. If you and a group of coworkers wanted to negotiate for better benefits, what agency would protect your rights?
5. If your organization needed federal funds, what agency would direct the lending of those funds?
6. If you were to deposit money in the bank, what agency would insure that deposit for you?
7. If you purchased a house, what agency would insure your mortgage?

Linking Past and Present Activity 12



Role of the First Lady

THEN

The president's spouse holds a unique position in American politics. The first lady is neither elected nor appointed. Yet her close relationship with the president and her place in the public spotlight offer the potential for significant influence on public policy as well as fashion and social custom.

Most early first ladies limited their activities to that of hostess and social role model. Some, however, took more politically active roles. Abigail Adams supported women's rights, urging John to "remember the ladies" in making laws. Lucy Webb Hayes, the first first lady to have a college degree, advocated for social causes.

Eleanor Roosevelt, however, extended the limits of what a first lady could do. She was a public figure in her own right, traveling extensively to speak on social issues. She served as Franklin's unofficial adviser.

The first to hold regular press conferences, Eleanor allowed only women to attend to force news agencies to hire more women reporters. She openly expressed her opinions in her daily newspaper column, "My Day." When the Daughters of the American Revolution (DAR), a prominent social group, refused to allow African American singer Marian Anderson to appear in concert at Constitution Hall, Eleanor publicly resigned from the DAR, focusing the national spotlight on racial discrimination. After her term as first lady, Eleanor served as a delegate to the United Nations.

NOW

Eleanor Roosevelt paved the way for modern activist first ladies such as Lady Bird Johnson, Rosalynn Carter, and Hillary Rodham Clinton. These first ladies formed professional partnerships with their husbands based on mutual political respect.

Lady Bird Johnson advised her husband on speeches and appointments, and took an active role in his campaigns. In her effort to promote beautification, she became the first presidential spouse to participate in legislative and lobbying strategy sessions, resulting in the Highway Beautification Act.

The Carters were best friends and full partners in their peanut business. Unlike Eleanor's fact-finding trips, Rosalynn traveled to seven Latin American countries to discuss matters such as trade and defense with political leaders. She was the first to attend cabinet meetings and used her influence to pass the Mental Health Systems Act.

No first lady since Eleanor Roosevelt took more of an active role than Hillary Rodham Clinton. A lawyer and activist for children's rights for over 20 years, Hillary brought a solid reputation with her to the White House. At the president's request, Hillary chaired a task force on health care reform and presented its recommendations to Congress. At one time, the New York political establishment tried unsuccessfully to enlist Eleanor Roosevelt in a campaign for the U.S. Senate. In 2000 Hillary Rodham Clinton won that seat.

CRITICAL THINKING

Directions: Answer the questions below on a separate sheet of paper.

- Analyzing Information** Why is the position of first lady potentially influential? Explain.
- Drawing Conclusions** In what ways did Eleanor Roosevelt change the role of first lady?
- Identifying the Main Idea** In what ways did Lady Bird Johnson, Rosalynn Carter, and Hillary Rodham Clinton break new ground for first ladies?

Primary Source Reading 12-1 ★ ★ ★ ★ ★ ★

Fighting for Labor**★ About the Selection**

Lucy Randolph Mason spent her adult life fighting for the rights of working people. Her American family tree included George Mason (one of three relatives who signed the Declaration of Independence), Chief Justice John Marshall, and General Robert E. Lee. Beginning in 1937, Mason spent 15 years organizing for the Congress of Industrial Organizations (CIO) in the South. Federal legislation at that time began to change the relationship between management and labor. In the excerpt below, she

Reader's Dictionary**desisting:** to halt**eviction:** to force out

recounts an experience when she and others helped unionize textile mills, including the Marlboro Mills in McColl, Virginia.

GUIDED READING

As you read, identify how the company tries to keep the union from organizing. Then answer the questions that follow.

The lawyer said that Mr. McColl, the president of the Marlboro Mills, had gotten a bonus of nearly \$100,000, over and above his salary, the preceding year, while the mill's employees were receiving very low wages. . . .

That night, Chess Manning, one of the committee leaders and spokesman for the workers who wanted a union, had his house fired into. . . . Rocks were thrown through the windows of two other men who had come to see me. The little girl of one of these men was cut by flying glass and had to be taken to the doctor. . . .

Within a week we had signed up over one hundred members in spite of constant threats.

While waiting for the Labor Board hearing preparatory to holding an election (the first in the South after the National Labor Relations Act had been upheld by the Supreme Court), Bennett Schauffler, NLRB regional director, asked our cooperation in seeing to it that there was no strike during this trying period. The company was asked for its cooperation by ceasing to fire union people and desisting from any other form of discrimination which would have the effect of further postponing the Board hearing as new charges were filed. We gave our pledge. . . .

The day before the Labor Board hearing was to start . . . I was notified that the workers in Jennings Mill were out on strike. On investigation I learned that the employees had been ordered to increase their work-load fifty per cent. This, a foreman told me, would have been impossible, as the work-load was already too heavy. . . . When the workers told the foreman that it was not possible to do more work than they were already doing, they were ordered to 'take the stretch-out, or get out.'

(continued)

Primary Source Reading **12-1** (continued) ★ ★ ★ ★ ★

It was obvious to me and to the Board's representatives that the company had deliberately forced the workers to walk out, in an effort to disrupt the discrimination hearings. . . . The company's purpose was to break the people's morale and disrupt their union by constant postponement of the hearings.

The workers had put their whole faith in the NLRB, which they regarded as a government agency to defend the rights of labor. . . .

The company began to fire people for joining the union, and also to serve eviction notices on workers who lived in company houses. It also cut off credit at the . . . Company Store.

From *To Win These Rights: A Personal Story of the CIO in the South* by Lucy Randolph. Foreword by Eleanor Roosevelt. Introduction by George Sinclair Mitchell. Copyright © 1952 by Harper & Brothers. Reprinted by permission of HarperCollins Publishers Inc.

READER RESPONSE

Directions: Answer the following questions on the lines below.

1. According to Mason, how are the union organizers treated?

2. What tactics did the company use to discourage the workers from joining the union?

3. What pledge did the company give to the National Labor Relations Board?

4. How do the workers feel about the NLRB?

5. **Critical Thinking** What was the company's strategy to postpone the NLRB hearing?

Primary Source Reading 12-2 ★ ★ ★ ★ ★ ★

FDR Takes on the Supreme Court**■ About the Selection**

During President Franklin Roosevelt's first term, the Supreme Court ruled some New Deal programs unconstitutional. Worried that the Court might undo his plan to fight the Great Depression, Roosevelt proposed to "pack" the Supreme Court with extra justices. This proposal caused a great controversy, and Roosevelt tried to win public support by taking his case

Reader's Dictionary**executive:** president**pension:** a fixed sum paid regularly to a person

directly to the people in the "fireside chat" excerpted below.

GUIDED READING

As you read, note what is wrong with the Supreme Court, according to Roosevelt. Then answer the questions that follow.



I want to talk with you very simply about the need for present action in this crisis—the need to meet the unanswered challenge of one third of a nation ill-nourished, ill-clad, ill-housed.

Last Thursday, I described the American form of government as a three-horse team provided by the Constitution to the American people so that their field might be plowed. The three horses are, of course, the three branches of government—the Congress, the Executive, and the Courts. Two of the horses are pulling in unison today. The third is not. . . . The Court has been acting not as a judicial body but as a policymaking body.

When the Congress has sought to stabilize national agriculture, to improve the conditions of labor, . . . and in many other ways to serve our clearly national needs, the majority of the Court has been assuming the power to pass on the wisdom of these acts of the Congress—and to approve or disapprove the public policy written into these laws. . . .

We have, therefore, reached the point as a nation where we must take action to save the Constitution from the Court and the Court from itself. . . . We want a Supreme Court which will do justice under the Constitution—not over it.

In our courts, we want a government of laws and not of men. . . .

In 45 out of the 48 states of the union, judges are chosen not for life but for a period of years. In many states, judges must retire at the age of 70. . . . But all federal judges, once appointed, can, if they choose, hold office for life, no matter how old they may get to be.

What is my proposal? It is simply this: Whenever a judge or justice of any federal court has reached the age of 70 and does not avail himself of the opportunity to retire on a pension, a new member shall be appointed by the

(continued)

Primary Source Reading **12-2** (continued) ★ ★ ★ ★ ★

President then in office—with the approval, as required by the Constitution, of the Senate of the United States.

That plan has two chief purposes. By bringing into the judicial system a steady and continuing stream of new and younger blood, I hope, first, to make the administration of all federal justice speedier and, therefore, less costly. Secondly, [I hope] to bring to the decision of social and economic problems younger men who have had personal experience and contact with modern facts and circumstances under which average men have to live and work. . . .

Source: *New York Times*, March 10, 1937. Copyright © 1937 The New York Times Company.

READER RESPONSE

Directions: Answer the following questions on the lines below.

1. What reasons does Roosevelt give for his proposed Court restrictions?

2. How does the appointment of federal judges and Supreme Court justices differ from that of most other judges?

3. What change to the federal bench does Roosevelt propose?

4. **Critical Thinking** What other reason besides the ones given might Roosevelt have had for restructuring the Supreme Court?

**American Art and Music Activity 12**

★ ★ ★ ★ ★ ★ ★ ★

Frank Lloyd Wright

★ ★ ★ ★ ★ ★ ★ ★

Architects shape the spaces in which we live. In the early twentieth century, architecture changed the way houses and buildings were designed. Frank Lloyd Wright, an architect from the Midwest, helped bring about this change.

Wright was born in Wisconsin in 1867. He grew up there and spent summers on his uncle's farm. It was there that he gained a love for nature. Wright felt connected to the land of the Midwest, which in the late 1800s was very rural. He attended the University of Wisconsin for a while and studied engineering. He was drawn to the new buildings rising one hundred miles away in Chicago.

In 1887 the twenty-year-old Wright moved to Chicago and was employed by the creative architect Louis Sullivan. Wright studied architecture while he worked for Sullivan, and six years later, he opened his own architecture firm.

Wright developed a new style of architecture known as the Prairie Style. It was inspired by the landscape and values of the Midwest. The Midwest was a rugged land. Its climate could be harsh and the people who lived in the region often had to struggle to survive. This environment of hard work and lives connected to nature led to a spirit of practicality in Wright's Prairie Style architecture. Wright designed dozens of houses that reflected his appreciation of open space, simplicity, and naturalism.

The Prairie Style was uniquely Midwestern and contrasted with styles used in the rest of the United States. For example, architectural styles in the eastern United States often contained European influences. Victorian homes tended to be tall and narrow and covered in elaborate ornamentation. Georgian homes, generally simpler than Victorian, resembled British imitations of the

styles of ancient Greece and Rome. Wright's Prairie Style was new, and quite different from these European styles.

A Prairie Style house tended to be low and flat, with an open design where one room flowed into another. Long rows of windows filled large rooms with natural light and provided a view outside. Materials like wood and stone were used as decoration to give the home a natural feel. Wright called his approach *organic architecture*, indicating how the land and the structure were in harmony with each other.

While Wright's designs were closely linked to nature, he used new technology to make them possible. Steel and concrete were used to make broad, flat roofs that needed



Fallingwater sits over a waterfall in western Pennsylvania

**American Art and Music Activity 12** (continued)

CHAPTER 12

minimal support, allowing large windows and open spaces. Wright used mass-produced materials to reduce building costs.

By the early 1930s, Wright was considered a great architect, but one whose career was in decline. He had designed more than fifty houses by 1910, but during the next two decades he designed only a few notable hotels and apartment buildings. Then in 1936, at the age of sixty-eight, Wright designed a house called *Fallingwater* that brought him new praise and fame. The house was built in the mountains of Pennsylvania and sat directly over a waterfall. Again, Wright had joined nature and design in an unusual and exciting way. The sounds of water floated through the house and boulders from the hillside stuck out into its rooms.

In his seventies, Wright was at the height of his popularity. Exhibits of his designs were in museums around the world. He wrote many books, including an autobiography, and various universities awarded

him honorary degrees. His design projects increased in prestige. In 1943 he began designing the Guggenheim Museum in New York City, considered one of his most creative designs. The museum, set among the box-like skyscrapers of Manhattan, resembles a seashell. Art is displayed along a spiral ramp that descends from the museum's ceiling to the floor. Natural light from above shines on the open, continuous space.

Frank Lloyd Wright had a great impact on architecture. He broke with traditions and created a new style—one that was distinctly American. He also had an impact on the sweeping European movement that began in the 1920s called Modernism. Certain elements of Wright's unique style can be seen in the stark, simple houses built by the European Modernists. The new technologies Wright used and his celebration of open space, practicality, and simplicity would dominate architecture for the rest of the twentieth century.

1. Describe one of Wright's works and discuss how it relates to nature.

2. Explain how Wright created organic architecture.

3. Why was new technology necessary for Wright's designs?

Critical Thinking ★

4. **Synthesizing Information** How did Wright's style differ from previous architectural styles?

5. **Drawing Conclusions** How did different aspects of life in the Midwest impact Wright's architectural style?

INTERPRETING POLITICAL CARTOONS



Activity 12

THE NEW DEAL

Franklin Roosevelt's New Deal had three main goals in response to the Great Depression: to provide immediate help to millions of Americans, to improve the economy, and to reform laws that favored the rich and powerful over the poor and the powerless. These goals were dubbed the "Three Rs:" relief, recovery, and reform. Historians consider the New Deal one of the most important events in American history. At the time, however, many Americans were skeptical or critical of the tactics and policies of the New Deal. Here are two cartoons that raise questions about it. Both were drawn in 1935.

Directions: Study the cartoons, and then answer the questions that follow.

TROJAN HORSE AT OUR GATE



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CHAPTER 12



Library of Congress

(continued)

ANALYZING THE CARTOONS ACTIVITY 12 *(continued)*

1. Explain the horse in the top cartoon.

2. In the top cartoon, what is the gate to the city? Who is guarding the city?

3. What New Deal programs or legislation might the cartoonist of the top cartoon think were not constitutional?

4. In the bottom cartoon, what does the hat of the person in the rear tell you about his work?

CRITICAL THINKING

5. **Analyzing Information** In the bottom cartoon, look at the person holding the mask and the person holding the document that reads "Redistribution of Wealth" What pieces of caricature has the cartoonist used to identify them as certain types?

6. **Comparing and Contrasting** Compare the smile on the mask and of the men in the bottom cartoon. What is different about them?

7. **Making Generalizations** What point do both cartoons make about those behind the New Deal?

8. **Identifying the Main Idea** What is the point of view of the bottom cartoonist about the New Deal?

★ Reteaching Activity 12

Roosevelt and the New Deal, 1933–1939

President Roosevelt faced the challenge of stimulating the economy and providing relief while minimizing deficit spending. Guided by his brain trust advisers, he introduced many initiatives designed to provide relief, encourage recovery, or create reform. The underlying goal of the New Deal programs was to offer a measure of economic security for all citizens.

DIRECTIONS: Briefly describe what each New Deal program listed below was to accomplish. Then identify a specific group who benefitted from it. The first is completed for you.



New Deal Programs

Name of Program	Description	Opposition
1. Glass-Steagall Act	Prohibited commercial banks from involvement in stock market; created Federal Deposit Insurance Corporation to insure bank deposits up to a certain amount	People depositing money in banks
2. Securities Act of 1933	a.	b.
3. Public Works Administration	a.	b.
4. Agricultural Adjustment Act	a.	b.
5. National Industrial Recovery Act	a.	b.
6. Tennessee Valley Authority	a.	b.
7. Social Security Act	a.	b.

- 8. Critical Thinking** Many New Deal programs provided work relief rather than just handouts. In your opinion, should people be required to work for benefits? Why or why not? If so, under what circumstances should exceptions be allowed?

★ **Enrichment Activity 12****Reaction to the New Deal**

Although many business leaders supported President Roosevelt, hostility toward government soon began in the business

community. Much of this conflict centered around the belief that New Deal reforms were harmful to business.

DIRECTIONS: In 1934 W.M. Kiplinger, who is now famous for his Washington newsletter, *The Kiplinger Report*, wrote an article in *Scribner's* magazine that summarized the feelings of American business leaders about the New Deal. Read the excerpts from the article below, and then answer the questions that follow.

In talking about businessmen, let's not fix a type, for there really isn't any type. . . . "Big businessmen" are more prominent, but they aren't numerous. The "average businessman" is small, with few employees, with plenty of troubles.

Most are concrete in their thinking. Many have no understanding of broad economic or social abstractions. Consequently they are apt to think that anything which interferes with their operations, their "freedom," their "liberty," is wrong. . . .

Turning to Washington officially you find no "average type" among them. Most have become public officials only recently. A majority are amateurs at this governing business. A minority are professional public servants or politicians.

The big idea of this new set of amateur officials is to make political power ascendant over business or economic power—perhaps temporarily, perhaps permanently. The assumption is that government acting for all the people, should discipline, direct, supervise, control, and regulate the course of business. . . .

Let me tell you the stories of a few businessmen. . . .

Man A: Small paper manufacturer. Finds the industry code fixes prices. This compels him to raise his price. Finds customers dropping off, going to larger manufacturers who make better known, better-advertised brands, and whose delivery service is prompter. Thus he fears the code and the government.

Man B: Middle-aged merchant with six children. Has a fortune of about \$100,000. Wants to know whether inflation will destroy this fortune and leave his children with nothing. He is frightened over inflation.

Man M: Large employer. I was threatened with a strike. Says the government may not know that it is fomenting strikes, but the thing works out this way.

"The indefiniteness of Washington" is subject of complaint by three out of four businessmen. They say business itself contains enough natural hazards, and on these are now superimposed a whole new set of political hazards. The objection is rather to a hodgepodge of policies which are sometimes conflicting, which are explained in different ways by different sets of officials, and which create in business minds the impression that the government is in a great state of indefiniteness and confusion. . . .

"The troublemakers," from the business viewpoint, are the highly theoretical young reformers suddenly thrust into high positions. They mean well, they are honest, they have zeal, they have imagination, but they don't have experience. They think in terms of blueprints rather than in terms of machines. . . .

From W.M. Kiplinger's "Why Business Men Fear Washington" from *Scribner's*, October 1934.
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★ Enrichment Activity 12 (continued)

Questions to Consider

1. According to this magazine article, what was the chief complaint that business leaders had about the New Deal, and why did they have it?

2. Why was “Man B” frightened that inflation would result from the New Deal?

3. The article accuses New Deal officials of trying “a new set of ideas” on the economy and business community. Explain whether you agree or disagree with this charge.

4. **GO A STEP FURTHER ►** You are writing a speech for Roosevelt to give to a group of business leaders. In the speech, Roosevelt wants to defend himself against criticisms that his programs are indefinite, conflicting, and a “hodgepodge.”

GLENCOE

The
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Section Resources

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**Guided Reading Activity 12-1**

DIRECTIONS: Filling in the Blanks In the space provided, write the word or words that best complete the sentence. Refer to your textbook to fill in the blanks.

1. Even though there was no cure for _____, Franklin D. Roosevelt began an exercise program to restore his muscle control.
2. Roosevelt's popularity in _____ helped pave the way for his presidential nomination in 1932.
3. After becoming president, Roosevelt addressed the nation by radio in a series of _____.
4. The _____ was created to regulate the stock market and prevent fraud.
5. Under the Glass-Steagall Act, commercial banks could no longer risk _____ by using it to speculate on the stock market.
6. The Federal Deposit Insurance Corporation (FDIC) greatly increased _____ in the banking system.
7. The Home Owners' Loan Corporation (HOLC) was designed to help homeowners _____.
8. The idea behind the _____ was that prices for farm goods were low because farmers grew too much food.
9. The National Industrial Recovery Act (NIRA) provided industry with a set of rules that were known as _____.
10. The Civilian Conservation Corps (CCC) offered unemployed _____ the work of planting trees, fighting forest fires, and building reservoirs.
11. The Federal Emergency Relief Administration (FERA) channeled money to _____ to fund their relief projects.
12. By insisting that contractors not discriminate against _____, the Public Works Administration broke down some of the longstanding racial barriers in the construction trades.
13. The Civil Works Administration employed four million people in the winter of 1933-1934, including _____ women.
14. Perhaps the most important result of the first New Deal was a noticeable change in _____.

★ Guided Reading Activity 12-2

DIRECTIONS: Using Headings and Subheadings Locate each heading below in your textbook. Then use the information under the correct subheading to help you write each answer.

I. Criticism from Left and Right

- A. How did people on the right criticize the New Deal? _____

- B. How did people on the left criticize the New Deal? _____

- C. What did Father Charles Coughlin call for to make life better for many Americans? _____

- D. How did Dr. Francis Townsend propose to free up jobs for the unemployed? _____

II. The WPA

- A. What was the result of the Works Progress Administration? _____

III. The Supreme Court's Role

- A. What was the ruling of the Supreme Court in *Schechter Poultry Company v. United States*? _____

IV. The Wagner Act

- A. How did the National Labor Relations Act protect workers? _____

- B. What was the main goal of the Committee for Industrial Organization (CIO)? _____

- C. How were the sit-down strikes at the General Motors plants finally resolved? _____

V. Social Security

- A. What was the major goal of the Social Security Act? _____

- B. Who did the Social Security Act initially leave out? _____

**Guided Reading Activity 12-3**

DIRECTIONS: Identifying Supporting Details Read each main idea. Use your textbook to supply the details that support or explain each main idea.

✖ **Main Idea:** Franklin Roosevelt was easily re-elected, but the New Deal lost momentum during his second term due to his court-packing plan and a new recession.

1. **Detail:** Support for the New Deal came from a _____ that included farmers, industrial workers, African Americans, new immigrants, ethnic minorities, women, progressives, and intellectuals.
2. **Detail:** The Republicans nominated _____ to oppose Roosevelt in 1936.
3. **Detail:** After winning re-election, Roosevelt tried to change the political balance on the Supreme Court through a _____ plan.
4. **Detail:** Economist John Maynard Keynes argued that government should spend heavily in a _____, even if it requires deficit spending.

✖ **Main Idea:** The New Deal expanded federal power over the economy and established a social safety net.

5. **Detail:** The Farm Security Administration gave loans to _____ so they could purchase farms.
6. **Detail:** The _____ provided for the abolition of child labor, and also set the first federal minimum wage.
7. **Detail:** As Republicans and conservative Southern Democrats began blocking New Deal legislation, Roosevelt became increasingly preoccupied with the growing threats posed by _____.
8. **Detail:** As a whole, the New Deal tended to operate so that it _____.
9. **Detail:** In 1937, the Supreme Court ruled that the federal government had the constitutional authority, under the _____, to regulate production within a state.
10. **Detail:** By the end of the 1930s, the American people felt that the government had a duty to maintain a _____ for its citizens.

Answer Key



GEOGRAPHY AND HISTORY ACTIVITY 4

1. Each of these projects was constructed during the Great Depression, changed the landscape in its region, provided jobs for unemployed people, and was started during Hoover's administration and completed during Roosevelt's.
2. Before Hoover Dam was built, a canal system was used to move water from the Colorado River to outlying areas.
3. Triborough Bridge 1929–1936, Hoover Dam 1931–1935, Skyline Drive 1931–1939; Unemployment increased sharply from 1929 to 1932. It was increasing as each of these projects got underway. It increased but was nearly stable from 1932 to 1933. From 1933 to 1937, unemployment decreased steadily. From 1937 to 1938, it increased sharply due to the recession. Unemployment then steadily decreased through 1942, dropping significantly after the start of World War II.
4. Answers will vary. Students should consider the type of climate and weather that exists in the East, particularly in the mountains, and the types of difficulties workers may have encountered in building a road through the mountains. They should also consider that the type of equipment used to construct roads today was not available in the 1930s. Some of the conditions the workers had to deal with included cold temperatures and snow, which made working difficult and hazardous in the winter; working in undeveloped areas of the mountains; making huge cuts in the knolls and rocky peaks; walking miles to and from the work sites before a roadbed was intact.
5. Answers will vary but should reflect the students' analyses of how a construction project can benefit many industries. Cement factories for the concrete and steel mills for the girders are the most obvious answers. Lumber was also

needed for the forms into which the concrete was poured. Tools and machinery were also required.

6. Answers will vary depending on the structure the students choose and the area where it was built. Students should describe the landscape, explain how construction of the structure impacted the environment, and explain how the completion of the structure has changed people's lives. For example, a new highway may be convenient and make the lives of some people easier, but others may have been forced to move from their homes in order for the highway to be built.

ECONOMICS AND HISTORY ACTIVITY 4

1. It lasted 5 quarters, or 15 months.
2. At the height of the Great Depression, the unemployment rate was 25%.
3. The cycle that makes recovering from a depression so hard is the interaction between unemployment and lowered productivity. When unemployment rises, demand goes down because people have less money to spend. When demand goes down, productivity goes down further, which causes businesses to lay off workers. The laid off workers then have less to spend, which brings demand and productivity down some more.
4. The economy is considered to be experiencing full employment when the unemployment rate is less than 5 percent.
5. Answers will vary. Many developing countries have unemployment and underemployment conditions similar to or worse than the United States during the Great Depression. Students' answers will vary about whether America should help such countries economically.
6. Most of the 1990s did not experience a recession because of the technology boom. Demand for telecommunications,

Answer Key



computers, and other information technology was consistently high, so production and employment were strong.

HISTORY SIMULATIONS AND PROBLEM SOLVING ACTIVITY 4

Answers to Simulation Sheet 1 Questions

1. During the 1920s, Americans faced changes on a number of fronts: technological (e.g., radio, movies, automobiles), economic (e.g., rising wages, easier credit), and philosophical (Freudian theories of the “new morality,” changing roles for women). In reaction, nativism and religious fundamentalism were embraced by many.
2. In the 1920s, painters such as Stuart Davis, Edward Hopper, Georgia O’Keeffe, John Marin, Thomas Hart Benton, Charles Demuth, and Charles Scheeler emerged. Writers during the decade included William Faulkner, T.S. Eliot, Zora Neale Hurston, Ernest Hemingway, F. Scott Fitzgerald, Langston Hughes, Gertrude Stein, and Eugene O’Neill. Musical performers included Louis Armstrong, Robert Johnson, Bessie Smith, Duke Ellington, the Carter Family, Jimmie Rodgers, Oscar Hammerstein, and George Gershwin. Students will be able to name more artists as they conduct their research.

AMERICAN LITERATURE READINGS 4

“The Negro Speaks of Rivers”

1. The poet mentions the Euphrates River, the Congo River, the Nile River, and the Mississippi River in the poem.
2. The rivers mentioned in the poem are significant rivers for several reasons. The earliest known civilizations arose along the banks of the Euphrates and Nile Rivers. The Fertile Crescent of the Euphrates River is known as the dawn of civilization. The ancient pyramids were

constructed by Egyptians along the Nile River, and the river is still the lifeline in Egypt. The Congo River in Central Africa provides one of the largest watersheds in the world, and is still one of the major transportation routes through many Central African countries. It is often portrayed as mighty and mysterious because of its tremendous current and the dense rain forests through which it winds. The Mississippi River, in this poem, signifies freedom as it carries Abe Lincoln, the Great Emancipator, on its current to New Orleans.

3. The poet is stating that he and his people have been significant throughout history, just like the rivers mentioned.
4. The person mentioned in the poem is Abraham Lincoln. Author of the Emancipation Proclamation, Lincoln is considered one of the key people who ended the enslavement of African Americans in the United States.

“#38” from *The People, Yes*

1. When people have no work and cannot get work, sometimes they laugh bitterly and talk about being jinxed; when they have run completely out of money, they hunt for food in garbage cans, pawn their possessions, and move to run-down areas.
2. Sandburg said people kid themselves—or try to make themselves feel better about others’ misfortune—by saying that unemployed people do not want to work.
3. Sandburg does not mean that men laugh because they think being turned away from employment is amusing, but because they are falling into desperation and believe they will never work again. Recall the old saying, “If I hadn’t laughed, I would have cried.”
4. Sandburg implies that these people will have little or no chance to pull themselves up and get a job. They become hopeless.

Answer Key



“The Strike”

1. A “bull” is a slang term for a police officer. The people in the Auditorium are angry with the mayor because they say he started the labor violence, called the police on them, and directed the police to use their clubs on the workers.
2. Olsen sums up the sadness and pathos of the police attacks on the workers in her story of Howard Sperry, who had fought for the United States in World War I, yet came home to find injustice on the work front. She pointed out the many small things that mount up to make a worker’s life hard and discouraging.
3. The newspapers’ point of view is that the workers are wrong and that the shipowners and police are right. The newspapers state, “stubbornly the workers refused to fall back so that the police were forced. . . .” and report that the police had to use 40 tear gas bombs before the mob would move. The papers imply that the workers would not cooperate and that their behavior was the cause of the reaction of the police. Further, Olsen says the papers were “screaming lies.”
4. Olsen paints the workers to be heroes with such words as “the thunder of our applause, the mighty roar of it,” “faces of comrades had the strained look of men in battle,” and “not war . . . MASSACRE, armed forces massacreing unarmed,” and the paragraph about Howard Sperry and the many other workers who could not get a fair chance. She paints the police and the government as the enemy with such words as “our masters,” “padding himself from the fists of boos smashing around him with 60 heavyfoots and bulls,” “police ‘protecting lives’ smashing clubs and gas bombs into masses of men like themselves,” and Mr. Barrows’s instruction that any police officer firing his gun into the air rather than at the workers would be court-martialed.

READING SKILLS ACTIVITY 10

Practicing the Skill

The topic sentence students should underline is: Many factors contributed to this “quiet depression” in American agriculture.

Some examples of supporting details students may circle include:

- During the war, the government encouraged farmers to increase production to meet increased need.
- Farmers went into debt to raise more crops.
- After the war, European countries had very little money to spend on American products.
- The Fordney-McCumber Act caused Europeans to buy fewer American agricultural products.
- Prices for agricultural products dropped as a result.

One way of restating the main idea is: American farmers suffered through hard times during the 1920s because of overproduction, heavy debts, and the impact of high tariffs on agricultural products.

Applying the Skill

Lists will vary. Check to see that students’ work reflects an understanding of the skill and that their answers are plausible.

HISTORICAL ANALYSIS SKILLS ACTIVITY 10

Practicing the Skill

1. The photograph depicts workers standing in rows in a factory setting. The row in the foreground appears to be working on wheels.
2. The workers are part of an assembly line, which was a method pioneered by Henry Ford to increase efficiency in the production of automobiles and other products. The goals of the assembly line system were speed and uniformity. Having workers in a line working on the same compo-

Answer Key



nent ensured that the product would come off the assembly line quickly and identically every time.

3. The assembly line resulted in a large increase in the amount of automobiles produced. This meant Ford could charge less money for the cars because they required less time and money to manufacture. In turn, more consumers could afford his automobiles.

Applying the Skill

Answers will vary depending on which photographs students select to analyze. They should describe the subject of the photo and what was happening in history when it was taken and ask relevant questions about the people or events depicted.

DIFFERENTIATED INSTRUCTION ACTIVITY 10

1. Answers will vary. Possible answer: Langston Hughes describes the problems of discrimination and of being an African American treated as a second-class citizen. He also discusses how in the future this discrimination will no longer exist and African Americans will be accepted as equals.
2. Answers will vary. Possible answer: Immigrants might have stated their problem as, perhaps, "I, too, will be America." They might have complained of the same bad treatment and suggested that one day America would be ashamed of its treatment of them and see how beautiful they are. Immigrants might not have expressed the same degree of defiance or anger that is suggested by Hughes.

ENGLISH LEARNER ACTIVITY 10

A. Pre-Reading Activity

1. Answers will vary. Students may suggest that they expect public officials to act in a dignified, responsible manner.

2. Answers will vary. Students may mention abusing their positions, various types of misconduct, vulgarity, or unethical behavior.

C. Word Building Activity

Vocabulary in Context

1. atmosphere
2. imaginable
3. bottles
4. prosperity
5. heavy
6. perils

D. Word Building Activity

- n. prosperity v. prosper adj. prosperous
n. container v. containing adj. contained
n. imagination v. imagine adj. imaginable
n. peril v. periled adj. perilous

CONTENT VOCABULARY ACTIVITY 10

1. D
2. F
3. E
4. J
5. G
6. O
7. I
8. L
9. B
10. K
11. H
12. M
13. A
14. N
15. C

Answer Key



ACADEMIC VOCABULARY ACTIVITY 10

A. Word Meaning Activity

1. S
2. A
3. S
4. S
5. S
6. A
7. S
8. S
9. S
10. S
11. S
12. A
13. S
14. S

B. Word Family Activity

unite

denial

reveal

investigate

symbol

Test Your Knowledge

1. C
2. B
3. C
4. A
5. B
6. C
7. B
8. C
9. B
10. A

REINFORCING SKILLS ACTIVITY 10

Practicing the Skill

1. The time span is 1915 to 1935, marked by five-year intervals.
2. Prohibition lasted 14 years.
3. Students may not know exact years for each president's term in office, but they should be able to read from the time line who the presidents were in the 1920s.
(1913–1920) Woodrow Wilson;
(1921–1923) Warren G. Harding;
(1923–1929) Calvin Coolidge; (1929–1933) Herbert Hoover
4. 1920: First radio broadcast of a presidential election; 1925: Ford was now producing a car every 10 seconds; 1927: Lindbergh flies solo across Atlantic

Applying the Skill

Time lines will vary. Correct time lines will include clearly labeled time spans and time intervals. Students should include a variety of key events from their lives clearly labeled and correctly placed on the time line.

CRITICAL THINKING SKILLS ACTIVITY 10

1. Southerners, rural Americans, and Christians (particularly fundamentalist Christians) are stereotyped as being ignorant, unsophisticated, narrow-minded, anti-intellectual, and hostile toward science.
2. Answers may include: "evangelical Christianity as a going concern"; "their ceremonies"; "the upland worshippers were very shy"; "adjourn their orgy"; "slink into the forest"; "got tired of the show"; "gaping crowd."
3. Answers may include: "infidel Scopes"; "Dayton sophisticates"; "Why indeed, read a book?"; "disputes of theologians"; "better than a circus."

Answer Key



TIME LINE ACTIVITY 10

Paragraphs will vary. The following is the information students could incorporate into their paragraphs. Some information can be included in more than one category.

Personal Life:

1863 - Henry Ford is born in Greenfield Township, Michigan.

1879 - Ford leaves his father's farm to work in a Detroit machine shop.

1888 - Ford marries Clara Bryant and moves to an 80-acre farm in Dearborn, Michigan.

1893 - Ford's only son, Edsel Bryant Ford, is born.

1943 - Ford's son, Edsel, dies at age 49.

1947 - Henry Ford dies at age 83.

Professional Life and Products:

1879 - Ford leaves his father's farm to work in a Detroit machine shop.

1890 - Ford works as a machinist and engineer with the Edison Company.

1896 - Ford completes his first automobile, the Quadricycle.

1903 - Ford Motor Company is officially incorporated.

1908 - Ford begins manufacturing the Model T, which sells for \$850.

1914 - Ford announces he will pay \$5 for a 8-hour day.

1927 - Model T is discontinued after nearly 20 years of production and over 15 million sales. Model A is introduced.

1932 - First Ford V-8-powered car is produced.

LINKING PAST AND PRESENT ACTIVITY 10

1. The key factors in the evolution of vacationing were technology and the changing nature of work. People needed both the time and the money to travel for pleasure.

In colonial America, pleasure travel was a luxury for the rich. Most people were farmers who could not leave their farms unattended even if they had the money to travel. Vacationing became available to the middle class as first railroads and then cars made travel easier and more accessible. Industrialization increased the ranks of the middle class as more white-collar jobs opened, giving more people the money to travel for pleasure. Businesses began to give paid time off to their white-collar workers, so now the middle class had time to travel. Vacationing opened to the working class in the 1920s as cars became inexpensive enough for people of modest means to afford. At this time, businesses also began to see the advantages of a rested workforce and started giving paid time off to factory workers as well as white-collar workers.

2. As faster means of transportation developed—from wagons on dirt roads, to railroads with ever-expanding networks of tracks, to cars on paved highways crisscrossing the country, and finally to airplanes and even spacecraft—the choices for vacation destinations broadened. Faster transport meant that people could travel farther with their limited leisure time, giving them more choices of destination. Cars in particular gave people more freedom to go wherever they wanted whenever they wanted. They were no longer limited to destinations served by railroads. Also, improvements in transportation methods and competition have reduced travel costs, making leisure travel available to most Americans. If this trend continues, Americans may be able to add destinations in space to their vacation plans.
3. For space to become a true tourist destination, an enormous number of problems would have to be solved. Many of them involve the technology of transporting people safely into space and back, as well

Answer Key



as protection from the sun's radiation and the perils of space storms. New spacecraft would have to be developed that could carry more passengers at a time. Like the early days of vacation travel, space tourism would also require some essential facilities to support it. Spacecraft would need refueling and repair facilities. If the space station became a hub for tourist activities, it would have to be enlarged to accommodate more people and would need hotels, recreation centers, and restaurants. A resort on the moon would require electric power, water, some form of simulated atmosphere containing oxygen, as well as hotel and entertainment facilities.

PRIMARY SOURCE READING 10-1

1. Employers like the flappers because they do better work than men.
2. The flapper no longer believes that men are the superior sex, and the flapper no longer needs to do the bidding of men.
3. She wants to make a living, and she wants to have a good time as she is doing it.
4. Answers may vary. Crowther means that they all look the same.
5. Crowther approves of them. He says the flapper is the country's most important institution because flappers have the will to be prosperous.

PRIMARY SOURCE READING 10-2

1. Poetry is inspirational. A line of it may determine how one lives life.
2. One should learn about what happened in the past and what is happening in other parts of the world in the present.
3. Readers should make note of the ideas and events in books that mean the most to them.
4. To read intelligently, a person should master his or her language. To master the

language requires knowing the rules and science of grammar. Garvey recommends reviewing these rules periodically.

5. Answers may vary. Reading helps people know and understand life and allows people to learn from intelligent people of the past.

AMERICAN ART AND MUSIC ACTIVITY 10

1. Ellington's musical interest began with the piano. Jazz and ragtime were two forms of music that would have a great influence on Ellington.
2. From 1927 to 1932, Ellington and his orchestra performed for radio broadcasts at New York City's Cotton Club. Not long after, he appeared on Broadway, in movies, and on tours throughout Europe and the United States.
3. In 1943, one of his songs was premiered at Carnegie Hall in New York City, and in 1947, he wrote music for the country's centennial celebration.
4. He began to compose music for a variety of entertainment media, including film and stage, and later he composed religious pieces.
5. Ellington added daring rhythms and harmonies to the jazz format, thus creating his own version of jazz.

INTERPRETING POLITICAL CARTOONS ACTIVITY 10

1. Uncle Sam is the main character. He is playing the flute like the Pied Piper, encouraging immigrants to come to the United States.
2. The people on shore are Europe's nobility and wealthy classes. They are happy because they are getting rid of people they do not want.
3. The immigrants are stereotyped in the worst way as rats, a characterization that

Answer Key



the Nazis would use about Jews. They are also caricatured as criminals, arsonists, and terrorists by what they have in their mouths.

4. Answers will vary. The factors mentioned include the following: competition for jobs, immigrants working for lower wages, wages being driven down, and fear of different political and social philosophies. Factors not mentioned will vary but may include opposition to immigration from Middle Eastern countries that have sponsored or harbored terrorists.
5. A cartoon comparing immigrants to rats and depicting them as criminals of various kinds would be considered very offensive today.
6. There was probably not much, if any, outcry when the cartoon first appeared. Americans today are generally more sensitive to ethnic and racial labeling and less accepting of intolerance.

RETEACHING ACTIVITY 10

Answers will vary but should include some of the following points:

1. Marcus Garvey: He advocated black pride and racial separation, ultimately proposing that many flee America and settle in Liberia. Middle-class African Americans distanced themselves from him.
2. Flapper: This designation referred to the young, stylish, unconventional woman who personified both women's changing roles and the emerging new morality.
3. Emergency Quota Act: This act set a maximum number of immigrants who would be admitted each year. It mainly discriminated against people from southern and eastern Europe.
4. Ernest Hemingway: His simple, direct, concise fiction represented the writings of many novelists who were disillusioned during the 1920s.

5. Speakeasies: These secret bars, often run by organized crime, became social centers where people could purchase alcohol. They contributed to the illegal practice of smuggling liquor and to the rise in crime.
6. William Jennings Bryan: As an anti-evolutionist spokesman, he prosecuted the Scopes trial. The trial was a test case challenging the Butler Act, which prohibited the teaching of evolution.
7. Langston Hughes: As a prolific writer, he became a leading voice of the African American experience in the United States.
8. Answers will vary. Students may consider how jazz provided a cultural bridge between African Americans and the white majority, thus eventually creating a more open mindset about other cross-cultural opportunities.

ENRICHMENT ACTIVITY 10

1. the automobile, airplane, electronics, automation and all the skills and techniques that accompanied them
2. They could solve any problem on earth as long as it was material, but the real problem was not what people could do. It was what they could be.
3. Students might suggest that excitement is material and superficial, while satisfaction comes from deeply held values and ideals.
4. People believed Lindbergh did something difficult simply for the joy and satisfaction of doing it.
5. Students' answers will vary. Students may mention that with the advent of the automobile, communities expanded and new industries emerged to support the automobile industry. Students' choices of significant inventions may include such things as the airplane, the computer, the cellular phone and so on. Students should justify their choices.

Answer Key



GUIDED READING ACTIVITY 10-1

1. cabinet
2. friends; political allies
3. medical supplies; \$250 million
4. private interests; Teapot Dome Scandal
5. chemical patents
6. immunity, or freedom from prosecution
7. General Accounting Office (GAO)
8. supply-side
9. cooperative individualism
10. Washington Conference
11. Kellogg-Briand Pact

GUIDED READING ACTIVITY 10-2

1. bathtubs with running water
2. workweek
3. assembly line
4. Model T; \$295
5. industries
6. Sociological Department; suspended
7. auto commuter
8. disposable income
9. ailerons
10. Charles Lindbergh
11. National Broadcasting Company (NBC)
12. presidential election campaign
13. debt (credit is also acceptable)
14. advertising
15. professional manager
16. demand; prices
17. Fordney-McCumber Act; American agricultural products

GUIDED READING ACTIVITY 10-3

1. Disillusionment; intolerance
2. Sacco-Vanzetti
3. Americanism; four million
4. ethnic group
5. 1890 census
6. agriculture; mining; railroad
7. youth; personal freedom
8. traditional roles; behavior
9. flapper
10. traditional values
11. Aimee Semple McPherson
12. Scopes Trial
13. federal; state
14. organized crime
15. 1933; Twenty-first Amendment

GUIDED READING ACTIVITY 10-4

1. unconventional
2. disenchantment and isolation
3. "The Hollow Men"
4. World War I
5. Ernest Hemingway, John Dos Passos, Sinclair Lewis, and F. Scott Fitzgerald
6. leisure time and spending money
7. The technology for adding sound to a film did not yet exist.
8. It was the first "talking" motion picture.
9. popular music
10. Boxing
11. Red Grange
12. swimming across the English Channel in record time

Answer Key



GUIDED READING ACTIVITY 10-5

1. They sought to escape segregation, find economic opportunities, and build better lives.
2. Harlem in New York City
3. a proud defiance and bitter contempt of racism
4. Langston Hughes
5. Zora Neale Hurston
6. Louis Armstrong
7. Bessie Smith
8. It was the first musical written, produced and performed by African Americans.
9. It was the party of Abraham Lincoln.
10. anti-lynching legislation
11. a movement led by Marcus Garvey which glorified African American culture and traditions
12. African Americans could gain economic and political power by educating themselves; he also advocated separation and independence from whites
13. that he lead them to Africa
14. the emerging African American middle class and intellectuals
15. during the 1950s and 1960s

READING SKILLS ACTIVITY 11

Practicing the Skill

1. She noticed a sign that said, "Pea Pickers Camp."
2. She sensed that the woman knew she (Dorothea) was helping her and her children.
3. The state of California created camps to shelter migrant workers.

Applying the Skill

- Cause: stocks on margin, Effect: created debt;
Cause: speculation, Effect: panic, prices dropped
Cause: steep drop in prices, Effect: stock market crash
Cause: stock market crash, Effect: bank failures
Cause: banks cut back on loans, Effect: not enough credit for businesses to expand
Cause: Overproduction, Effect: drop in wages, job cuts
Cause: Hawley-Smoot Tariff, Effect: foreign countries raise tariffs, too
Cause: Federal Reserve kept interest rates low, Effect: companies continued to borrow money to expand production
Cause: Federal Reserve raised interest rates, Effect: credit tightened, not as much money to borrow

HISTORICAL ANALYSIS SKILLS ACTIVITY 11

Practicing the Skill

1. \$205
2. \$186
3. \$19

Applying the Skill

1. \$1,600,000
2. \$2,050,000
3. \$212,500; \$1,837,500

Answer Key



DIFFERENTIATED INSTRUCTION ACTIVITY 11

1. The “man old and gray” cannot find enough work or food to care for or feed himself and his family.
2. It's better because now his family has food.

ENGLISH LEARNER ACTIVITY 11

Pre-Reading Activity

Previewing the Material

1. Their plows uprooted the wild grasses that held the soil's moisture.
2. There was a drought, which made the soil dry.

Language Study Activity

Past, Past Progressive, and Past Perfect

1. ran
2. received
3. covered
4. crashed
5. had failed
6. had gambled
7. photographed/ was photographing
8. had lent
9. believed
10. harmed/ had harmed

CONTENT VOCABULARY ACTIVITY 11

1. relief
2. hobo
3. bailiff
4. public works
5. installment

6. forecloses
7. soap opera
8. Answers will vary.

ACADEMIC VOCABULARY ACTIVITY 11

A. Word Study Activity

1. b
2. c
3. a
4. S
5. S
6. A
7. S
8. S

Test Your Knowledge

1. c
2. h
3. g
4. e
5. b
6. d
7. f
8. a
9. a
10. c
11. b
12. c

REINFORCING SKILLS ACTIVITY 11

1. prolonged bull market
2. speculation, buying on margin
3. heavy selling to cover interest on loans

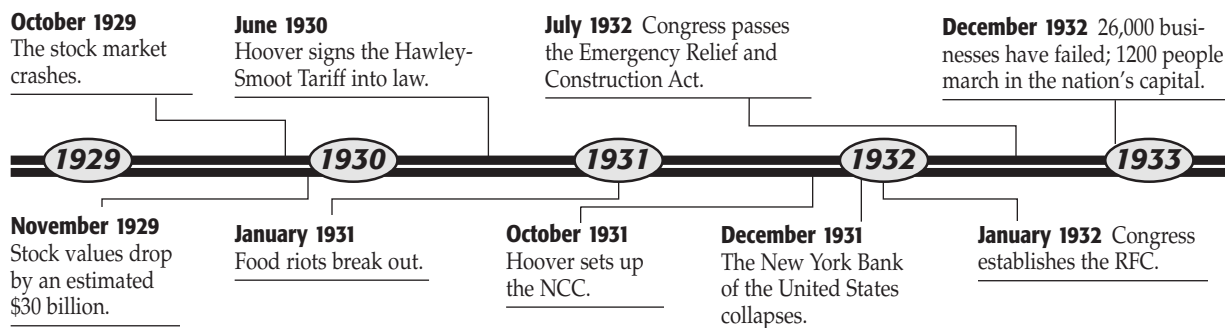
Answer Key



4. falling prices
5. stock market crash

Event	Year
500 people break into and loot a grocery store in Oklahoma City, Oklahoma.	January 1931
Hoover sets up the National Credit Corporation.	October 1931
Oregon veterans begin marching to Washington to lobby the passage of legislation for \$1,000 bonuses to veterans.	May 1932
Hunger marchers march in the nation's capital.	December 1932

TIME LINE ACTIVITY 11



CRITICAL THINKING SKILLS ACTIVITY 11

1. It led the industry to only produce films that were in accordance with the Code.
2. People were looking for a way to escape their woes for an hour or two and probably did not want to be reminded of anything negative. It was also a form of self-censorship within the motion picture industry.

LINKING PAST AND PRESENT ACTIVITY 11

1. Drawing tens of thousands of separate images for a single full-length film was not only tedious but also expensive because of the time-consuming hand labor required to do it. By making Mickey (as well as other popular characters) easy to draw, Disney was reducing production costs and speeding up the process.
2. Disney's characters provided many people a chance to escape from their troubles. The characters made people laugh, something they needed to do, and part of this may have had to do with the animation.

Answer Key



3. Answers will vary. Students may point out that today's films are more sophisticated in terms of technology, allowing filmmakers a broader palette with which to tell their stories.

PRIMARY SOURCE READING 11-1

1. The Republican Party resists involving the government in business. Business should be controlled by the marketplace (business and citizens), not by the state. Government involvement is destructive to commerce.
2. The Democratic Party proposals are socialistic and incompatible with the American system.
3. The foundation of this conception is what Hoover calls "decentralized local responsibility." Hoover objects to having the state regulate people's lives too much.
4. War necessitated a different way of doing things and required the government to organize such a huge undertaking. In turn, people were asked to contribute to the government.

PRIMARY SOURCE READING 11-2

1. America has not been able to create a civilization that satisfies humanity's deepest needs.
2. The artist in American feels that he or she does not matter and that the work he or she creates does not compare with the industrial and agricultural output of the country.
3. Dreiser expressed the honesty and boldness and passion of life. He was able to write about life's beauty and terror.
4. Answers may vary. An example is as follows: Americans fear literature because they do not want to know about themselves or the complexities of life that sometime make life frightening and difficult.

AMERICAN ART AND MUSIC ACTIVITY 11

1. The style of modern artists was colorful and abstract, often using shapes and designs to represent figures or events instead of the more realistic images of conventional art.
2. 291 was the name given to a group of modern artists who showed their work at a gallery located at 291 Fifth Avenue in New York.
3. In this painting, O'Keeffe experimented with a different style of severe edges, patterns, and darkened tones.
4. Her paintings used abstract form and bold colors, representative of the modern style.
5. Stieglitz organized her first individual show, introduced her to other modern artists, and provided new formats in his photography that gave O'Keeffe inspiration.

INTERPRETING POLITICAL CARTOONS ACTIVITY 11

1. The man on the park bench represents the victims of the bank failures during the Great Depression, which left millions destitute.
2. Many people who were unemployed and homeless slept on park benches. The reference hints that this person will end up in that condition.
3. The facts that he is well-dressed and well-groomed and is smoking a pipe make him out to be a solid, thoughtful citizen.
4. The squirrel symbolizes prudence. The squirrel is a good symbol for this virtue because squirrels store up food during good times for the winter, a time of scarcity.
5. Answers may include overproduction of agricultural and manufactured goods; consumers buying goods on installment

Answer Key



and going into debt; both consumers and banks buying stocks on margin; the actions of the Federal Reserve, which lowered interest rates and encouraged bad loans; and so on.

6. For part of his first hundred days, Roosevelt closed banks, declaring a “bank holiday.” The most important long-term measure to prevent citizens from becoming victims of bank failure was establishing the Federal Deposit Insurance Corporation.

RETEACHING ACTIVITY 11

Answers will vary but should include some of the following points:

2. Speculation: Buyers made risky stock purchases without regard to a company’s earnings and profits. They were betting on the continuation of the bull market.
3. Once professional investors sensed stocks were overpriced and began selling, panic selling and margin calls followed. By mid-November, stock prices had dropped by over one-third.
4. Bank runs: Speculators could not repay loans to banks. Banks did not have cash reserves to fulfill withdrawal demands when nervous depositors rushed to withdraw all their money.
5. Banks failed when they could not fulfill all withdrawal demands. News of one bank failure caused depositors at other banks to panic and make a run, repeating the cycle of bank failure.
6. Installment debt: During the 1920s people bought expensive goods on installment plans. Eventually, paying off installment debt forced some buyers to stop making new purchases, resulting in decreased sales, lowered production, and employee layoffs.
7. One business failure impacted all related businesses. Consumption fell as workers

lost jobs, continuing the cycle of manufacturing slowdowns, business failures, and layoffs.

8. Hobos: Some people were so destitute, they were homeless. Many young boys and men took to “riding the rails” and traveling, performing odd jobs wherever they went. These men were called hobos.
9. Businesses that sold to the grocery store would have reduced sales. If that grocery store was a big buyer, it’s possible some of its suppliers could go out of business. People in the community would have fewer choices of where to shop, which could in turn drive up prices.

ENRICHMENT ACTIVITY 11

1. Answers will vary but should express Hoover’s confidence in economic institutions unrestricted by government intervention as the best way to assure wealth to all.
2. Answers will vary but should express Mellon’s faith in the American system of economic strength and refusal to believe that anything disastrous could be forthcoming. He might also caution against panic.
3. Answers will vary but should include the ideas that Americans through most of the 1920s had great optimism about the future and believed that all problems could be solved, especially material ones.
4. Answers will vary but should include the viewpoint that Americans tended to get very excited about big business during the 1920s when so much wealth and prosperity abounded, and they forgot that extremes are usually balanced with other extremes.
5. Answers will vary but should point out safeguards built into today’s economy that protect against depression.

Answer Key



GUIDED READING ACTIVITY 11-1

1. Herbert Hoover
2. Roman Catholic
3. bull market
4. stocks
5. margin; stockbroker
6. margin call
7. Great Depression
8. stock market; loans
9. bank run
10. overproduction
11. installment plan
12. laid off employees
13. Hawley-Smoot Tariff

GUIDED READING ACTIVITY 11-2

I. The Depression Worsens

- A. went out of business
- B. shantytowns
- C. Hoovervilles
- D. Dakotas; Texas
- E. west; California

II. Art and Entertainment

- A. 60 million
- B. comedians
- C. soap operas
- D. artists; writers
- E. social injustice
- F. *Life*

GUIDED READING ACTIVITY 11-3

1. October 25, 1929, the day after Black Thursday
2. He organized a series of conferences with leaders in big business.

3. It would delay economic recovery.
4. to ease the money shortage by creating a pool of money that banks could loan out
5. It did not increase loans in order to meet the need for them.
6. He believed only state and local governments should provide relief.
7. to provide funds for public works and loans
8. Creditors foreclosed on nearly one million farms, taking ownership and evicting families.
9. They destroyed their crops or tried to block deliveries to reduce the supply.
10. Unarmed veterans were driven from their camps by cavalry, infantry, and tanks.
11. the federal government's role in the economy

READING SKILLS ACTIVITY 12

Practicing the Skill

Problems: The American people were feeling demoralized and hopeless. Banks were failing. Falling incomes were causing many people to fall into debt. Unemployment made it difficult for people to feed themselves and their families.

Solutions: Roosevelt took immediate action. He declared a bank holiday and worked with Congress to stabilize the nation's banking system. He asked Congress to establish the Home Owners' Loan Corporation. Roosevelt also started the Civilian Conservation Corps.

Answer Key



Applying the Skill

Answers will vary, but students should clearly state three problems and their solutions.

HISTORICAL ANALYSIS SKILLS ACTIVITY 12

Practicing the Skill

“three days after”

“over the next seven months”

“the year before”

Applying the Skill

Answers will vary according to the section the students pick, but they should include some of the key words found on this page that describe placement in a time sequence, and the time lines should follow the event sequences described in the chapter sections.

DIFFERENTIATED INSTRUCTION ACTIVITY 12

1. Answers will vary. Possible answer:
Accomplishment: All the building projects, which improved the infrastructure of the nation while putting millions to work;
Drawback: Set a precedent for future government spending.
2. Answers will vary. Possible answer:
Good program: It enriched our nation in countless ways, through lasting roads and buildings, as well as significant works of art, while giving people meaningful, useful work. Bad program: It turned the federal government into a social insurance agent and greatly increased its size and scope.

ENGLISH LEARNER ACTIVITY 12

A. Pre-Reading Activity

1. Hoover emphasized voluntary reform action by industry and began increasing government-financed building projects. His efforts were not successful in stopping the Depressions impact.
2. Answers will vary.

C. Word Building Activity

1. campaign
2. revolved
3. traditionally
4. precedent
5. depression
6. vision

D. Word Building Activity

1. B
2. E
3. F
4. D
5. A
6. C

CONTENT VOCABULARY ACTIVITY 12

1. deficit spending
2. polio
3. safety net
4. sit-down strike
5. gold standard
6. binding arbitration
7. broker state
8. bank holidays
9. fireside chats
10. court packing

ACADEMIC VOCABULARY ACTIVITY 12

A. Word Meaning Activity

1. B 2. A 3. B 4. C 5. A 6. C 7. C

Test Your Knowledge

1. thereby
2. mediate
3. ideology

Answer Key



4. finance
5. apparent
6. shift
7. benefit
8. fundamental
9. demonstrate
10. recovery

REINFORCING SKILLS ACTIVITY 12

Practicing the Skill

1. The subject is the number of people belonging to unions from 1933 to 1943.
2. The x -axis shows the years in which union membership was measured.
3. The y -axis shows the number of people in unions.
4. Union membership rises fairly steadily after 1936.
5. 1942–1943 saw the greatest increase in union membership.

Applying the Skill

Graphs will vary. Students should title the graph and label the x -axis and y -axis. The graph should be an accurate representation of data they have collected.

CRITICAL THINKING SKILLS ACTIVITY 12

Practicing the Skill

1. Cause: The rush on the banks was caused by “undermined confidence [in the banks] on the part of the public.” Effects: (1) The soundest banks could not get enough currency to meet the demand. (2) By the afternoon of March 3, scarcely a bank in the country was open to do business. (3) The proclamation providing for the nation-wide bank holiday.

2. According to Roosevelt, the specific cause “was that on the spur of the moment it was, of course, impossible to sell perfectly sound assets of a bank and convert them into cash except at panic prices far below their real value.”

TIME LINE ACTIVITY 12

1. Social Security Board
2. Home Owners’ Loan Corporation
3. Securities and Exchange Commission
4. National Labor Relations Board
5. Federal Loan Agency
6. Federal Deposit Insurance Corporation
7. Federal Housing Administration

LINKING PAST AND PRESENT ACTIVITY 12

1. The first lady occupies a position of great potential influence for two key reasons: her close relationship with the president and her place in the public spotlight. Because she has the president’s ear, she can potentially influence his actions. The extent of her influence depends on how much the president respects her opinions and considers her a political partner. Also, she may have knowledge of what the president is thinking, so others watch her for clues to his future actions. Because of the media coverage that follows them, first ladies have a forum for influencing public opinion. Eleanor Roosevelt’s public resignation from the DAR focused public attention on the problem of racial discrimination. Constant media exposure also casts popular first ladies in the role of social trend-setters, influencing how women dress, speak, and cut their hair.
2. Before Eleanor Roosevelt, the role of first lady mostly involved being a hostess and social role model. Although some first ladies before her did influence their husbands politically, Eleanor was a public figure in her own right. She was

Answer Key



Franklin's adviser, but also operated quite independently of him, taking speaking tours on her own, holding her own press conferences, and expressing her opinions in her own newspaper column. These activities greatly expanded the limits of what a first lady could do.

3. Lady Bird Johnson became the first presidential spouse to participate in legislative and lobbying strategy sessions. Unlike Eleanor Roosevelt's fact-finding trips, Rosalynn Carter discussed substantive matters, such as trade and defense, with political leaders in other countries. She was also the first to attend cabinet meetings. Hillary Rodham Clinton chaired a task force on health care reform and presented its recommendations to Congress. In 2000 she won a seat in the U.S. Senate.

PRIMARY SOURCE READING 12-1

1. The organizers are threatened and intimidated.
2. The company demanded impossible work production, fired people, evicted them from worker housing, and cut off their credit at the company store.
3. The company pledged to not fire union workers or engage in any other unfair action that would postpone the hearing before the Labor Board to prepare for the union election.
4. The workers feel the NLRB will protect their rights, and they have pinned their hopes on it.
5. They demanded impossibly high production levels to make the workers strike, knowing that the strike would violate the union agreement with the NLRB. This violation then would cause the NLRB to postpone the hearing and union election.

PRIMARY SOURCE READING 12-2

1. Roosevelt has three reasons: The justices are making policy, which threatens the Constitution because they are doing the work properly done by the executive and legislative branches; the proposed restriction would make trials faster and cheaper; the proposed restriction would put younger people on the bench, and they would know about the modern conditions under which the average person lives and works.
2. Federal judges and justices are appointed for life. They never come up for reappointment or election.
3. He proposes that federal judges and justices either retire at the age of 70 or be replaced by a presidential appointee with the consent of the Senate, as the Constitution requires.
4. Answers may vary. Roosevelt wanted to appoint to the Supreme Court justices who would not rule his New Deal legislation unconstitutional.

AMERICAN ART AND MUSIC ACTIVITY 12

1. *Fallingwater* was a house, built over a waterfall, that incorporated natural materials. The sound of the water could be heard throughout the house, and boulders stuck out into rooms. The Guggenheim Museum resembles a seashell, and is lit by natural light.
2. He designed houses to reflect the flat, open landscape, and he used wood and stone as decoration for a natural feel. Large windows allowed for natural light and provided a view outside.
3. His open space designs needed strong roofs that would support themselves. He used mass-produced materials to lower the building costs.
4. Previously, houses were tall, narrow, and ornate, or were British imitations of Greek and Roman styles. His houses were low, flat, open, and simple.

Answer Key

5. The flat, open landscape of the Midwest inspired houses that were simple and practical.

INTERPRETING POLITICAL CARTOONS ACTIVITY 12

1. The horse refers to the trick the Greeks played on the Trojans to end the Trojan War. A large wooden horse appeared at the gates of Troy, and it appeared that the Greeks had given up and gone home. Of course, Greek warriors were inside the horse, and after it was brought into the city, the Greeks snuck out under the cover of night and sacked the city.
2. The gate to the city is the Constitution, and American citizens guard the walls.
3. The most important pieces of New Deal legislation that were declared partially unconstitutional were the Agricultural Adjustment Act and the National Industrial Recovery Act.
4. The person in the rear of the bottom cartoon is wearing a mortarboard, which identifies him as a university professor.
5. Answers will vary. The person holding the mask is wearing a fedora and has a darker smirk that might be associating him with organized crime. The other person has a cigar and a hat that identifies him as a smoke-filled-room dealmaker. More specifically, Huey Long wore this kind of hat.
6. In the bottom cartoon, the expression on the mask is warm and benign. However, the expressions of the men behind the mask are greedy.
7. Both of these cartoons express the idea that the New Dealers are sneaky and devious. The cartoonists are telling us that the New Deal has hidden agendas and to beware of them.
8. The cartoonist is highly critical of the New Deal.

RETEACHING ACTIVITY 12

Answers will vary but should include some of the following points:

2. **a.** Required companies that issued stocks and bonds to provide complete and truthful information to investors; **b.** investors in the stock market
3. **a.** Awarded contracts for vast construction projects that improved highways and built dams, sewer systems, waterworks, schools, and government facilities; **b.** unemployed construction workers
4. **a.** Government paid farmers for nonproduction of certain crops or livestock in order to decrease the farm surplus and raise farm income; **b.** farmers
5. **a.** Set up codes of fair competition for industrial producers; shortened work hours; established minimum wage level; outlawed child labor; gave workers right to unionize; **b.** union workers; some businesses
6. **a.** Seven-state dam-building project to provide jobs and rural electrification, control floods, and conserve forests; **b.** unemployed workers; people living in the Tennessee Valley
7. **a.** Set up payroll tax to pay for monthly retirement benefits after age 65 and unemployment compensation; assisted certain disabled groups; **b.** retired workers; people with disabilities
8. Answers will vary. Students should provide reasons for their responses. Work requirement exceptions might be the physically or mentally disabled.

ENRICHMENT ACTIVITY 12

1. The chief complaint was over vague, contradictory, indefinite, and changing New Deal policies, because they added another set of hazards to the “natural” hazards of doing business, creating an atmosphere of confusion and fear in the business community.

Answer Key



2. The fear was that the billions of dollars the New Deal put into the economy through “pump priming” and deficit spending programs would lead to inflation.
3. Answers will vary. Those who disagree should note that regulation of business in the public interest was, in fact, an old idea from the Progressive Era. Those who agree should argue that even Progressive reforms did not go to the extremes of New Deal programs.
4. Speeches will vary, but most students should note that Roosevelt was an experimenter and a person who believed in action—if something did not work, try something else.

GUIDED READING ACTIVITY 12–1

1. polio
2. New York
3. fireside chats
4. Securities and Exchange Commission (SEC)
5. depositors' money
6. public confidence
7. pay their mortgages
8. Agricultural Adjustment Act (AAA)
9. codes of fair competition
10. young men 18 to 25 years old
11. state and local agencies
12. African Americans
13. 300,000
14. the spirit of the American people

GUIDED READING ACTIVITY 12–2

- I. Criticism from Left and Right
 - A. The right claimed that the New Deal regulated business too tightly; that it had expanded the federal government's power at the expense of states' rights; and that Roosevelt's deficit spending was dangerous.
 - B. The left claimed that Roosevelt had not gone far enough; that government should intervene even more dramatically in the economy to shift wealth from the rich to middle-income and poor Americans.
 - C. Coughlin called for inflating the currency, and for nationalization of the banking system. He also called for the formation of a National Union for Social Justice.
 - D. Townsend proposed a plan that the federal government pay citizens over age 60 a pension of \$200 a month. Recipients would have to retire and spend their entire pension check each month.
- II. The WPA
 - A. Between 1935 and 1941 the WPA spent \$11 billion and employed 8.5 million workers who constructed highways, roads, public buildings, parks, bridges and airports.
- III. The Supreme Court's Role
 - A. The Supreme Court ruled that the Constitution did not allow Congress to delegate its powers to the executive branch.
- IV. The Wagner Act
 - A. It guaranteed workers the right to organize unions and to bargain collectively; set up the National Labor Relations Board (NLRB); set up a process for binding arbitration; and authorized the NLRB to investigate the actions of employers.
 - B. The CIO's purpose was to organize unions that included all workers — whether skilled or unskilled — within a particular industry.

Answer Key

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

- C.** The strike ended when General Motors recognized the United Auto Workers (UAW) as its employees' sole bargaining agent.
- V.** Social Security
 - A.** The goal was to provide some security for the elderly and for unemployed workers.
 - B.** The Act initially left out farm and domestic workers.

GUIDED READING ACTIVITY 12-3

1. coalition
2. Kansas Governor Alfred Landon
3. court-packing
4. recession
5. tenants, or tenant farmers
6. Fair Labor Standards Act
7. Germany and Japan
8. balanced competing economic interests
9. interstate commerce clause
10. safety net